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ABSTRACT

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for social studies instruction at the second grade level, and is divided into eight units: (1) Myself; (2) My School; (3) My Family; (4) My Home; (5) My Community; (6) Transportation; (7) Communication; and (8) Animals. Each unit is further divided into skills which combine the topic of the unit with basic concepts that the child must master. Activities for each skill are suggested. A vocabulary list is provided in each unit, and the guide is illustrated with black-and-white drawings. (CFM)

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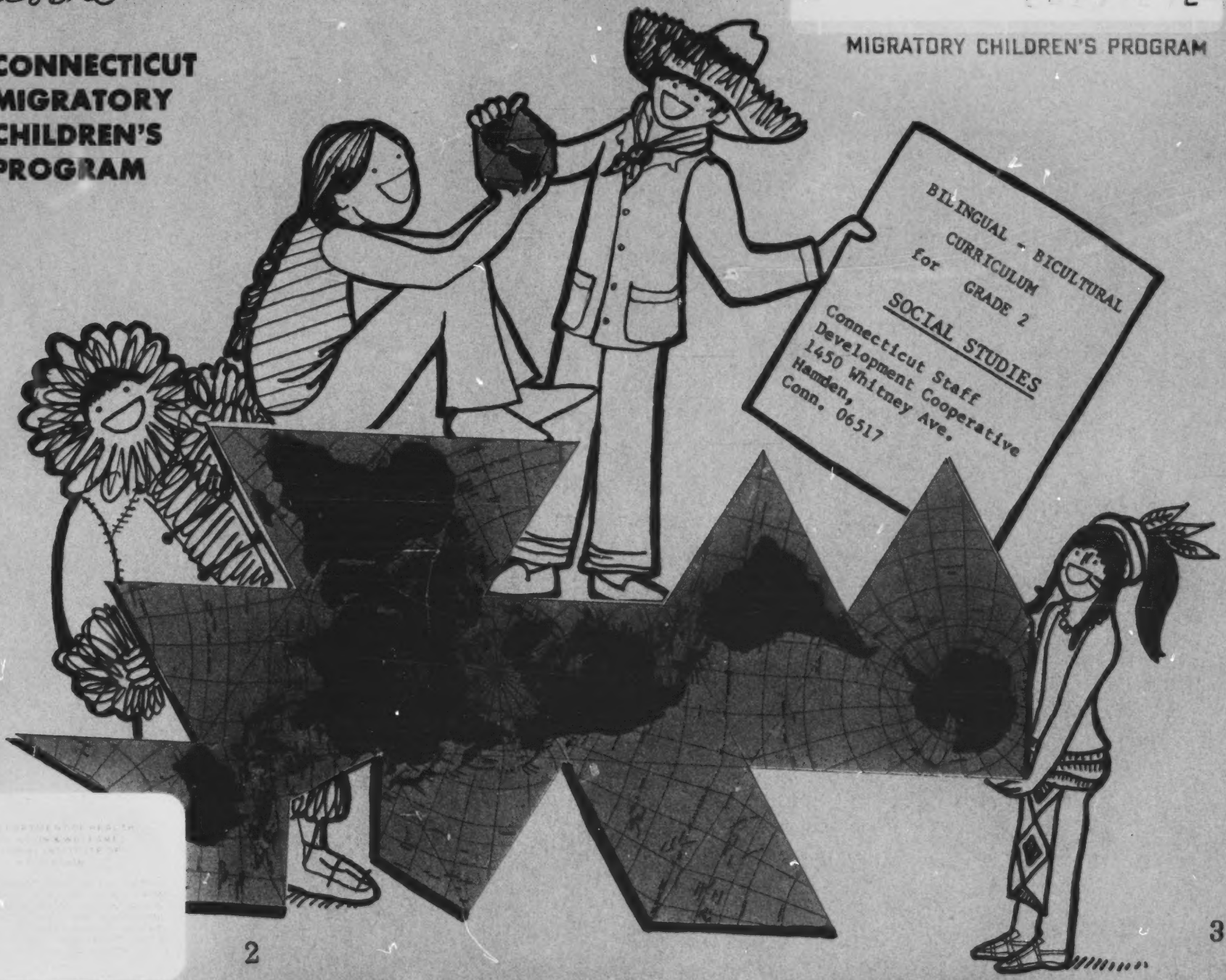
MIGRATORY CHILDREN'S PROGRAM

CONNECTICUT MIGRATORY CHILDREN'S PROGRAM



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INTRODUCTION

Social Studies Bilingual-Bicultural Curriculum For Grade 2 is one of a series of curriculum guides. When the series has been completed there will be guides for pre-school through grade three students in the areas of social studies, language arts, science, and mathematics. The purpose of these guides is to assist bilingual teachers in their efforts to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. In utilizing this curriculum guide it is important to be aware of the philosophical and instructional principles which were central to their development.

First, although the guides contain skills which are commonly considered appropriate to specific grade levels and activities which will facilitate the development of these skills, it has never been assumed that there is a single norm of achievement for all children at a given grade level. There should always be an effort to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move on to more difficult materials only when the child is ready. This is especially true for students who have had their schooling interrupted and disrupted by a migratory experience. The purpose of suggesting skills at given grade levels is simply to provide a logical sequence of skill development. Teachers must be sensitive to differences between children.

Second, the focus of the curriculum for pre-school and kindergarten children is on developmental concepts. In the guides for grades one through three the focus is on social studies concepts and other curriculum areas--language arts, science, mathematics--are related to the social studies content. The overall focus of the curriculum guides is on Puerto Rican history and culture. Placing the development of language arts, mathematics and science skills within the context of the experience and social identity of the child enhances motivation to learn.

Third, the instruction program should make every attempt not to confuse children through simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points for instruction in Spanish and English. Instructional methodology should have the English learning program "keyed" to the teaching that takes place in Spanish. The concepts and vocabulary taught in English should whenever possible be closely related to concepts and vocabulary which have already been learned in Spanish. In this way new materials which are being introduced in English will have solid conceptual structures with which to be associated--conceptual structures which have already been established adequately in the learner's native language.

FORWARD

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative for the Connecticut Migratory Children's Program and the Connecticut State Department of Education. The preparation of this guide has been accomplished by a variety of people including the following:

Bilingual Curriculum Development Director
- Dr. Alexander Plante--Connecticut Staff Development Cooperative

Editor
- Dr. John Dixon--Connecticut Staff Development Cooperative

Curriculum Consultant, Writer and Artist
- Ms. María Kurcbart--Connecticut Staff Development Cooperative

Policy Consultants
- Mr. Reinaldo Matos--Connecticut State Department of Education
- Mr. Ramón Padró--Connecticut Migratory Children's Program

Curriculum Reviewers
- Mr. Ramón García--Puerto Rico Migrant Program
- Mrs. Edia Reyes--Connecticut Migratory Children's Program
- Ms. Deborah Zale--Connecticut Staff Development Cooperative

Curriculum Consultants
- Ms. Rosa Quezada--Connecticut Staff Development Cooperative
- Mrs. Laura Beauchamp--Department of Education of Puerto Rico
- Mrs. Virginia Román--Connecticut Migratory Children's Program
- Mrs. Inés Heinrihar--New Britain Connecticut School System
- Mrs. Gladys Labas--Meriden Connecticut School System
- Mrs. Rosalina Soto--New Haven Connecticut School System
- Mrs. Lisa Norwood--New Haven Connecticut School System
- Mr. William Collins--Hamden-New Haven Cooperative Education Center
- Mrs. Ann Keller--Connecticut Migratory Children's Program
- Ms. Nilda Maceira--Connecticut Migratory Children's Program
- Ms. Yolanda Garcia--Connecticut Staff Development Cooperative

Copies of this guide can be secured from the Connecticut Migratory Children's Program, 800 Dixwell Avenue, New Haven, Connecticut, or the Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut.

Robert S. Avery, Ph.D.
Director
Connecticut Staff Development Cooperative

SOCIAL STUDIES

BILINGUAL-BICULTURAL CURRICULUM FOR GRADE 2

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SKILL A: Is Able To Develop A More Accurate Self-Concept In Terms Of Hygiene Habits, Home Responsibilities, Position In The Family, And Personal History.

VOCABULARY: Myself, age, height, weight, brushing, washing, dressing, neat, clean, toothbrush, toothpaste, comb, hairbrush, health, doctor, dentist, physician, responsibilities, helping, cooperating, sharing, membership, relationship, relatives, birthday, celebration, autobiography, personal history, birthplace, baptism, moving, traveling, country, language, past, present, date, year.

First Activity For Skill A

Each child can construct a booklet in which the record of all hygiene activities for a period of a month can be recorded. These can be constructed from duplicated pages which the teacher has produced. These pages can have blank places where the students can fill in information about themselves. The first page of this booklet should have personal information about the child, such as age, sex, height, and weight. There can be several pages, each having a month's calendar for different hygiene activities such as brushing teeth, bathing, combing hair, and trimming fingernails. The children can fill in the calendars indicating which days they did these different things. After the record has been completed for a full month a final descriptive information sheet should be created. The teacher can make a sample information sheet for the students to follow. It could have statements such as:

"Durante el mes de Enero me cepillé mis dientes _____ veces."

Second Activity For Skill A

For a full week the class can have a "Help At Home Week." The teacher can start the week by having a discussion about ways in which the students help in their homes. For each day during the remainder of the week the students can make a drawing of something they did to help in the home the previous day. At the bottom of each drawing they should be asked to write a short sentence describing what they did. The teacher can write sample sentences on the chalkboard so that the children will have a model to follow. At the end of the week the teacher can make a duplicated sheet which the children can fill in to tell how they helped in the home each day of the week.

Third Activity For Skill A

The children can draw one picture each day for four days of group situations which they have experienced or can imagine experiencing. These group situations should have implications for how the children feel about themselves and how these feelings have been effected by the other people in the situation. For example, the first picture could be of the student in the classroom. A second could be of the child with other people on the street. A third could be of the child with other people at some special Puerto Rican event such as Three Kings Day. The fourth picture should be of a situation in Puerto Rico so that the children can be given the opportunity to imagine themselves participating in some group activity in Puerto Rico. The teacher should help the children imagine themselves in the Puerto Rican situation by giving a complete description of a group activity in Puerto Rico. At the bottom of each picture the children should be asked to write a short description of how they would feel in that situation and how they would feel about the other people. A vocabulary list should be provided on the chalkboard so the children can build their descriptions from the vocabulary. After a picture of a group situation has been produced each day for four days, the following day a comparison can be made between the four pictures. What are the differences in the way the children feel about themselves and about other people in the four situations. After this has been discussed, each child can write a short paragraph about how their pictures compare. The teacher should write a sample paragraph on the chalkboard so that the children will have a good example to follow in writing their own paragraphs.

Fourth Activity For Skill A

The children can make small autobiographical booklets. They can make one page for each year of their lives. Each page can have different sections such as, "What I Looked Like," "What I Did," "Where I Lived," and "What I Liked." For each section the children can write a sentence. Then they can illustrate each sentence by drawing a picture. The teacher can make sample pages with sentences and pictures on the chalkboard so the children will have a guide to follow. The sentences and pictures don't have to be exactly correct because the children won't always have accurate information available about their early years. They should, however, be encouraged to ask their parents about what it was like when they were younger. The children can place a picture of themselves at the beginning of their booklets.

First Activity for Skill A:

MY PERSONAL ACTIVITY BOOK

Mi TARJETA DE IDENTIFICACION

NOMBRE _____

DIRECCION _____

CIUDAD Y ESTADO _____

TELEFONO _____

SEXO _____ EDAD _____

ESTATURA _____ PESO _____

PELO _____ OJOS _____

ESCUELA _____

GRADO _____

EN CASO DE EMERGENCIA LLAMAR A: _____

_____ TELEFONO _____

Fotografía

First Activity For Skill A:

MY PERSONAL ACTIVITY BOOK

El mes es:

_____

ME CORTO LAS UÑAS

domingo	lunes	martes	miércoles	jueves	viernes	sábado

2

SOCIAL STUDIES CURRICULUM FOR GRADE TWO — UNIT I: MYSELF

First Activity for Skill A:

MY PERSONAL ACTIVITY BOOK

El mes es: _____

ME CEPILLO MIS DIENTES

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Second Activity for Skill A:

"HELP AT HOME WEEK"

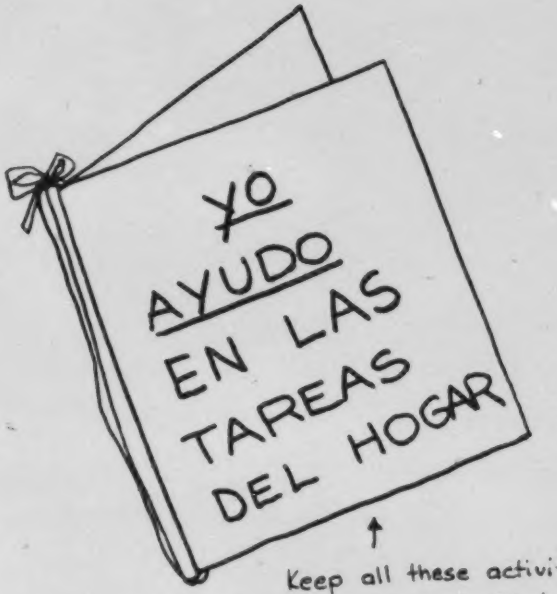
QUE YO HICE LA SEMANA DEL 9 de diciembre

HASTA el 13 de diciembre PARA AYUDAR EN MI CASA.

LUNES	Arreglé mi cama.
MARTES	Saqué la basura.
MIERCOLES	
JUEVES	
VIERNES	
SABADO	
DOMINGO	

Second Activity For Skill A:

"HELP AT HOME WEEK"



Keep all these activities bound in a booklet for child to keep.

ESCRIBE TRES COSAS QUE TE GUSTA HACER CUANDO AYUDAS EN LAS TAREAS DEL HOGAR

1. _____

2. _____

3. _____

ESCRIBE TRES COSAS QUE NO TE GUSTA HACER CUANDO AYUDAS EN LAS TAREAS DEL HOGAR.

1. _____

2. _____

3. _____

Second Activity For Skill A:

"HELP AT HOME WEEK"

Fourth Activity For Skill A:

" AN AUTOBIOGRAPHICAL BOOKLET "

CUANDO YO TENIA 1 año

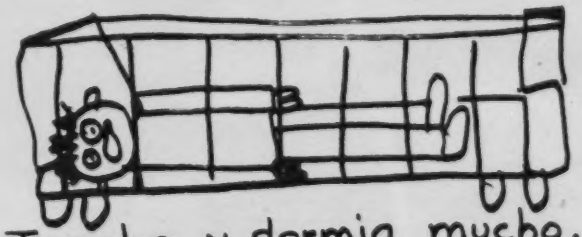
¿ COMO ERA ?

Era pequeño y lindo. No caminaba.

¿ DONDE VIVIA ?

Vivía en la isla de Puerto Rico.

¿ QUE HACIA ?



Jugaba y dormia mucho.

¿ QUE ME GUSTABA ?

Tomar leche y golpear un tambor.

SKILL B: Is Able To Distinguish The Various Groups With Which The Individual Identifies

VOCABULARY: Family, school, friends, citizenship, neighborhood, club, peers, church, boy-scouts, brownies, "tunas".

First Activity For Skill B

Each child should be asked to make a list of different kinds of groups in their neighborhood. For example, a list of the churches in their neighborhood, a list of the families that live on their street, a list of the classes in their school, and a list of the play groups in their neighborhood. The teacher can help by writing the names of different groups on the chalkboard. The students can then collect information about the groups. For example, how many people are in each group, how many males and females are in each group, and the age range of each group. When this information is reported back to the class a discussion can be held about why these groups differ. During this discussion the teacher can write a few short statements on the chalkboard which describe different kinds of groups. For example:

"En las iglesias hay gente de todas las edades."
"En los grupos de juegos generalmente hay sólo niñas o solo varones."

The children can then copy these statements to complete their information about groups.

Second Activity For Skill B

The children can make cartoon strips of themselves in four different group situations. For example, a cartoon strip of themselves at home eating with their family, one of themselves in school with their classmates, one of themselves in church, and one of themselves with their friends on the playground. The people in these situations should be talking to each other. Working from the children's suggestions the teacher can give examples of cartoon conversations on the chalkboard. Once the children have created cartoons for the four different group situations there should be a discussion of how differently they talk and act in the four different situations. The teacher can write example descriptive statements on the chalkboard which the children can use to describe themselves in the cartoon situations. The statements can have blank spaces for the children to fill in. For example:

"En la iglesia yo me comporto _____ y hablo de _____."

"En el parque yo me comporto _____ y hablo de _____."

The teacher should provide a vocabulary list of descriptive words which the children can use to complete the statements.

Second Activity for Skill B:

" MAKE A CARTOON STRIP "

SKILL C: Is Able To Recognize The Basic Needs Of Man And Describe How They Are Satisfied

VOCABULARY: Needs, food, clothing, shelter, privacy, heat, nutrition, love, care, proteins, carbohydrates, vitamins, minerals, sleep, waste, toilet, factory, farm, office, buy, rent, lease, trade, community, cooperation.

First Activity For Skill C

The teacher can make duplicated copies of a Coqui who is wearing nothing. Each child will get two copies of this Coqui. One Coqui will be for Puerto Rico and the other for Connecticut. The children can make paper clothing which would be appropriate for Connecticut and Puerto Rico and paste this clothing on the two Coquis. After all the children have completed clothing their Coquis, the teacher can make two vocabulary lists on the chalkboard consisting of all the different kinds of clothing that the children made -- one list for Puerto Rico and the other for Connecticut. Using these vocabulary lists the children can write two short paragraphs, one describing what the Coqui would wear in Puerto Rico and the other describing what the Coqui would wear in Puerto Rico.

Second Activity For Skill C

The teacher can give information about different kinds of nutrition needs that people have such as the need for a balanced diet of proteins, carbohydrates, vitamins, and minerals. Each of these nutrition categories can be placed at the top of a column on the chalkboard. The children can be asked to name all the foods they can think of. The teacher will write the names of each food under the appropriate nutrition categories. The children can then copy these columns to make their own nutrition charts. The class will then be ready to play a game in which they will be divided into two groups. One group will pretend they are going to start a Puerto Rican restaurant and the other group will pretend they are going to start an "Old Connecticut Yankee" restaurant. The children can decide on the different dishes that would be appropriate for the two restaurants. Using the nutrition chart and the names of the dishes appropriate to each restaurant, each child can make up a menu for each restaurant. Each menu should have three full-course dinners to offer, each of which is nutritionally balanced.

Third Activity For Skill C

The teacher can initiate a discussion about the different things that houses do for people. For example, they provide shelter, retain heat, provide privacy, and give protection. Then the class can take a walk in the neighborhood and look at different kinds of homes: one-family homes, two-family homes, apartments, and flats. They can then discuss the relative advantages of the different kinds of housing.

Fourth Activity For Skill C

A map of the local neighborhood can be drawn on a large piece of tagboard. The teacher can make a map on the chalkboard so the children will have a model to follow. Buildings which have different purposes can be drawn onto the map. Strings can be attached from one building to the other to indicate how a person in one place supplies the needs of persons in other places. The children should attach a note to each string indicating who is supplying who with what. For example:

"El carnicero tiene la carne para la familia."
"El bibliotecario tiene los libros para los ninos."

First Activity For Skill C:

"WHAT IS COQUI WEARING ?"

42

43

1

* What will COQUI wear in Puerto Rico? . What will he wear in Connecticut?...Dress him up.

First Activity For Skill C: " What is COQUI wearing"

1. Color the clothes and cut them out.
2. Paste them on Coquí as if he was in Connecticut or in Puerto Rico.

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Second Activity For Skill C:

" NUTRITION NEEDS OF PEOPLE"

LOS MINERALES Y EL AGUA:

Los minerales son las sustancias que ayudan al cuerpo a funcionar.
El agua es necesaria al cuerpo por varias razones:

1. Mantiene los alimentos disueltos en la sangre para que lleguen a todas las partes del cuerpo.
2. Regula la temperatura. Refresca cuando se transpira. Es muy importante para el clima caluroso de PUERTO RICO.
3. Saca todos los desperdicios a través del sudor y la orina.
4. Contiene los minerales que el cuerpo necesita.

Las Fuentes DE MINERALES :

el pescado de mar, las langostas, las almejas y las ostras.(YODO)
la gandinga de cerdo, los huevos, los cereales y la carne.(HIERRO)

la leche, la acelga, la espinaca, la col rizada, las hojas de remolacha y de nabos, los cogollos de yautía y los tallos y hojas de hortalizas verde oscuras que se comen cocidas. (CALCIO).

Second Activity for Skill C:

" NUTRITION NEEDS OF PEOPLE "

LA VITAMINA "C": Mantiene dientes y encías sanas y mantiene vasos sanguíneos fuertes.

En las FRUTAS FRESCAS es donde más abunda la VITAMINA "C".

LAS FRUTAS FRESCAS DE PUERTO RICO PROVEEN VITAMINA "C" A TODO EL PUEBLO, TODO EL AÑO.

También se puede tomar Vitamina "C" en forma de líquido concentrado de origen natural.

SOCIAL STUDIES CURRICULUM FOR GRADE TWO UNIT I: MYSELF

Second Activity For Skill C: " NUTRITION NEEDS OF PEOPLE "

HIDRATOS DE CARBONO Y GRASAS

Second Activity For Skill C: " NUTRITION NEEDS OF PEOPLE"

VITAMINAS: Son los alimentos protectores de la salud.
Cada vitamina protege la salud de forma diferente.

Fuentes de VITAMINA "A"

1. Mantiene la salud de la piel y los ojos
2. Estimula el crecimiento normal del cuerpo
3. Protege al cuerpo contra las enfermedades

Encontramos VITAMINA "A" en: la yema del huevo, la leche, la mantequilla, las hortaliza hortalizas verdes, la calabaza, la zanahoria, la batata mameya, el mangó y la margarina.
Además todas las frutas amarillas también contienen VITAMINA "A".

Fuentes de VITAMINA "B"

1. Ayuda a mantener el sistema nervioso y la piel
2. Trae el apetito y ayuda a la digestión
3. Conserva la salud de los ojos

Encontramos VITAMINA "B" en: el hígado, la harina, los huevos, la leche, el pescado, la carne de aves, los aguacates, el brocoli, la col, y la carne de cerdo.

Fuentes de VITAMINA "D"

1. Ayuda al cuerpo a usar el fósforo y el calcio que da huesos y dientes normales.
2. Es LA VITAMINA DEL SOL y en PUERTO RICO esta vitamina se recibe diariamente en forma natural durante todo el año.

Encontramos VITAMINA "D" en: la leche y los huevos y en el aceite de bacalao.

SOCIAL STUDIES CURRICULUM FOR GRADE TWO UNIT I: MYSELF

Second Activity For Skill C:

" NUTRITION NEEDS OF PEOPLE "

HIDRATOS DE CARBONO Y GRASAS: Producen energía y dan calor al cuerpo.

Fuentes de Hidratos de Carbono y Grasas

Hidratos que contienen ALMIDON: arroz, pan, avena, macarrones, papas, yautía, batata, plátanos, azúcar molida, melado y miel de abejas.
y AZUCAR

GRASAS: mantequilla, aceites, tocino, carne de cerdo, margarina, maní, coco y crema de leche

*El calor que producen los hidratos y grasas se mide en CALORIAS.

I. PREPARA UNA LISTA DE 5 COMIDAS QUE CONTENGAN HIDRATOS DE CARBONO Y GRASAS

_____

_____

_____

_____

_____

Second Activity For Skill C: " NUTRITION NEEDS OF PEOPLE "

1. El cuerpo humano necesita ALIMENTOS por muchas razones.
2. El ALIMENTO es necesario para formar huesos, músculos y tejidos.
3. El ALIMENTO es necesario también para dar energía.
4. Nuestra dieta diaria debe incluir distintas clases de alimentos. En esos alimentos están las SUSTANCIAS que el cuerpo necesita para crecer y mantenerse saludable.
5. Las sustancias se llaman NUTRIENTES.
6. Las PROTEINAS, los HIDRATOS DE CARBONO, las GRASAS, las VITAMINAS y los MINERALES son nutrientes

PROTEINAS

Forma y repara los tejidos

HIDRATOS DE CARBONO Y GRASAS

Dan calor y energía

VITAMINAS

Ayudan al crecimiento y previenen enfermedades.

MINERALES

Regulan la digestión, la alimentación, la circulación, la respiración y el trabajo de las glándulas

LOS ALIMENTOS SE DIVIDEN EN CUATRO GRUPOS

1. la leche y sus derivados
2. la carne y sus sustitutos
3. las frutas frescas del país
4. las hortalizas verdes y amarillas

Second Activity for Skill C:

" NUTRITION NEEDS OF PEOPLE "

PROTEINAS: Forma y repara tejidos, forma la sangre y nos protege contra enfermedades

Fuentes de Proteínas

LECHE: queso, mantequilla y mantecado
CARNE, HUEVOS, PESCADO y MANI
GRANOS:habichuelas soyas, los gandules y garbanzos

I. PREPARA UNA LISTA DE 5 COMIDAS QUE CONTENGAN PROTEINAS

_____

_____

_____

_____

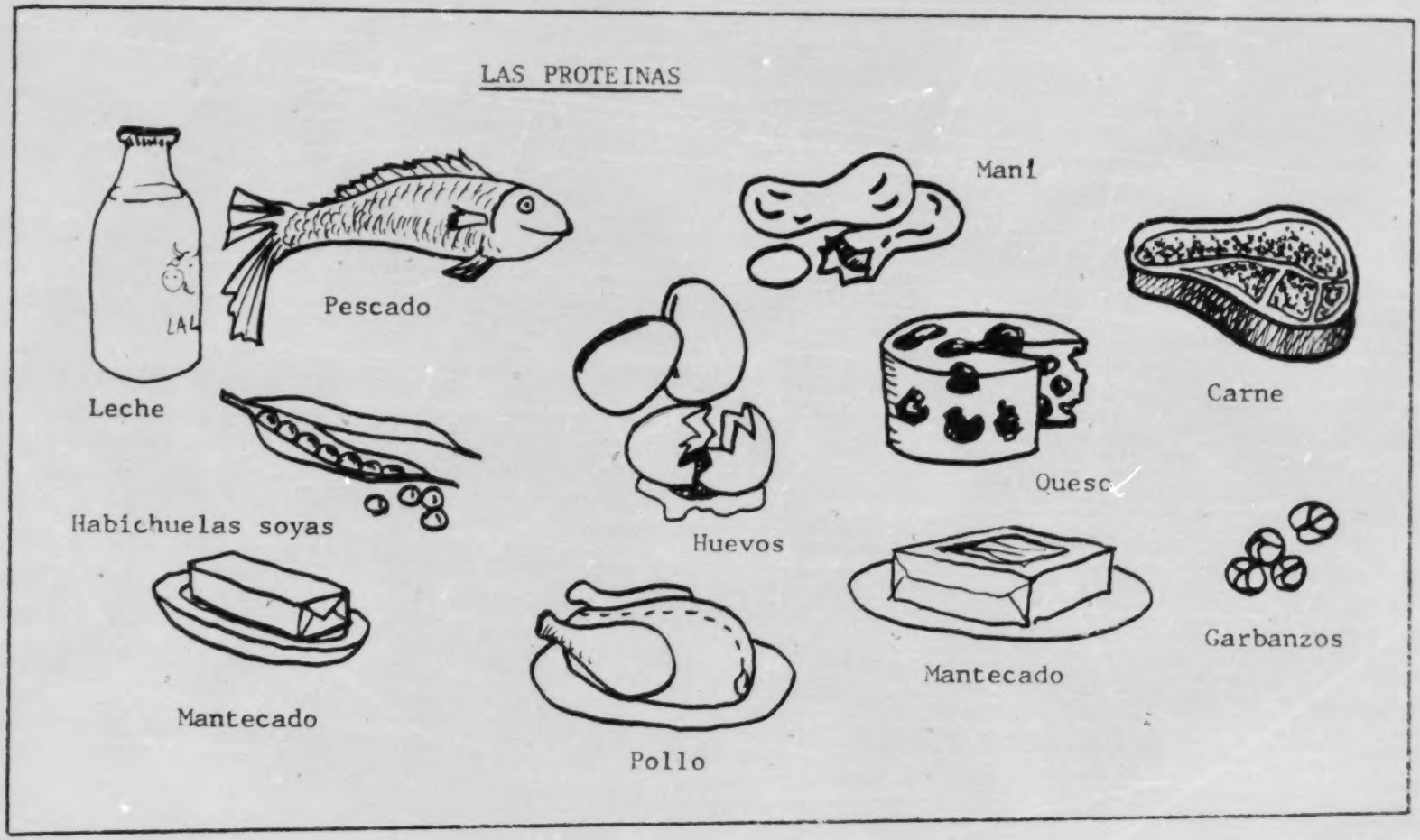
_____

II. ESCRIBE UNA COMIDA QUE NO CONTENGA PROTEINAS

_____

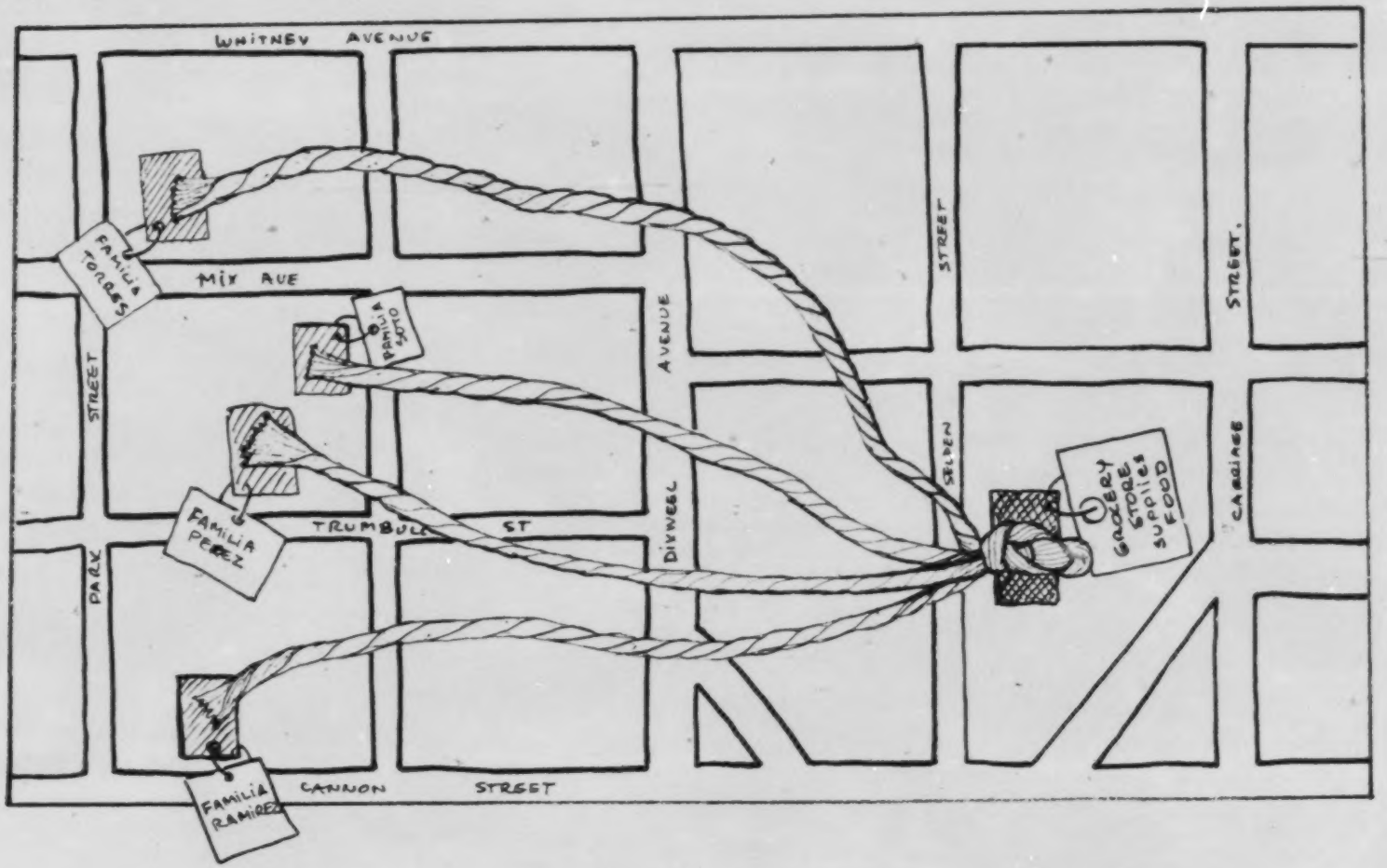
Second Activity For Skill C:

" NUTRITION NEEDS OF PEOPLE "



SOCIAL STUDIES CURRICULUM FOR GRADE TWO UNIT I: MYSELF

Fourth Activity For Skill C: " How the Needs of the People in a Neighborhood are Supplied."



SKILL D: Is Able To Envision Oneself In A Possible Future Career

VOCABULARY: Occupation, career, job, profession, plumber, electrician, carpenter, teacher, social worker, clerk, bookkeeper, accountant, gardener, chef, truck driver, doctor, lawyer, dentist.

First Activity For Skill D

The teacher can give the children old magazines. The children can look through the magazines to find pictures of people in different occupations. It would be good if some of the magazines are from Puerto Rico so that there would be appropriate examples of people in Puerto Rico. Each child will pick out a profession which he thinks would be good for himself if he stayed in the United States, and another which would be good if he returned to Puerto Rico. They can take pictures for these professions and paste them on a sheet of contruction paper. Under each picture they should write one sentence telling about what career it is and whether it would be appropriate for Connecticut or Puerto Rico.

Second Activity For Skill D	For all of the careers which the children chose in the above activity, the teacher should supply information about the important steps that are necessary to get into that career. For example, finish high school, go to technical college for two years, do an apprenticeship, etc. For each career that the children have chosen they can make a chart outlining the steps they would need to take in order to take up that career.
Third Activity For Skill D	The teacher should arrange to have the children meet a few people who are working in the various careers which the children have chosen. This can be done either by taking them on a field trip or by inviting someone to visit the classroom. After each encounter with people in a given career the children should be asked to write a paragraph describing what it is like working in the given career.

SKILL A: Is Able To Understand The Responsibilities of Various Individuals In The School.

VOCABULARY: Teacher, principal, aide, secretary, librarian, custodian, teach, clean, supervise, direct, maintain, greet, answer, plan, explain, interview, script.

First Activity For Skill A

The children can use a tape recorder to interview people who work in the school, such as the custodian, the principal, the secretary, and the chef. Before doing the interview each child should be asked to write one interesting question on a card for the interview. In this way each child will be prepared to participate in the interview. After the interview has been completed, the children should transcribe the interview on paper. When three or more interviews have been transcribed the children can make a chart for each interview. On the chart should be the name of the person, his position in the school, and then a list of the person's responsibilities.

Second Activity For Skill A	The children can make short play scripts involving different people in the school. The children can pick the people they want to depict in the plays. For example, they could have a play involving the principal and a custodian. First, the children can suggest conversations that these people might have with each other. From these suggestions the teacher can write a conversation script on the chalkboard. Each child can then copy each conversation script on a piece of paper so that they will be prepared to participate in the plays. The class can then pick students to play the parts in each script. Each play can then be performed with the people who are being depicted - custodian, principal, etc. - invited to observe.

First Activity for Skill A:

" RESPONSABILITIES OF SCHOOL PERSONNEL "

BIBLIOTECARIA
Pregunta:
¿Cómo usted sabe cuántos libros
hay en la biblioteca y dónde están?

NOMBRE: Sandra Smith

OCUPACION: Bibliotecaria

RESPONSABILIDADES:

1. Catalogar libros
2. Proveer nuevos libros
3. Ayudar a encontrar información
4. Mostrar películas instructivas
5. Ayudar a los maestros con nuevos materiales.

Mi entrevista con la Bibliotecaria

Hoy fuí a ver a la Señorita Smith, que es la Bibliotecaria de nuestra escuela.
Cuando entré al salón, ella estaba muy ocupada atendiendo niños de 4° grado que traían libros para devolver.
La Srta Smith me explicó muchas cosas acerca de su trabajo.
Es muy difícil y hay que leer muchas cosas todos los días.
Ella les ayuda mucho a los niños con sus estudios.

SKILL B: Is Able To Discover The Resources Available Through School Personnel

VOCABULARY: Books, filmstrips, records, songs, library, resource room, author, composer, artist, editor, pulbisher, job, employment, hobby, subject, organization, club, membership.

First Activity For Skill B

The children can make a list of the resources available through all the adults in their school. They can do this by interviewing each adult. They could ask what hobbies each person has had, all the different kinds of jobs they have had in their lives, what specialized things they studied in school, and the names of organizations in which the adults have been involved. Then the children can put the names of each hobby, job specialization, school specialization, and organization on a card along with the name of the adult who has had that experience. These cards can then be organized alphabetically according to the experience (not the name of the person). This card index will then make a good guide to resources available in the school.

Second Activity For Skill B	The class can be divided into groups of two or three students. Each group will be responsible for looking through the library or resource center to find one resource such as a book, filmstrip, or record, which is about Puerto Rico, Spanish people, or some Spanish-American country. They will need help from the librarian or teacher to find these resources. Then it will be their job to get as much information as they can from the librarian or some other adult about that resource. Who created it? Where does it come from? How was it made? Each group can then bring the resource to the classroom to tell about it and demonstrate it to the rest of the class.

SKILL C: Is Able To Respect The Creative Work Of Other People In The School.

VOCABULARY: Art, painting, drawing, story, respect, appreciation, meaning, feeling, pride, expression, scene, project, poster.

First Activity For Skill C

The children can do some free open creative art activity such as finger painting. After this has been completed the children can be divided into groups of three or four. In each group the children can ask each other questions about why they made their paintings the way they did. They can explain to each other the meaning of any special features of their paintings. Then it will be the responsibility of the children in each group (other than the child who created the painting) to explain to the rest of the class what each painting means to the child who created it.

Second Activity For Skill C

Using old magazines from the United States and Puerto Rico, the children can cut out pictures of scenes that are most typical of the United States or Puerto Rico. These pictures can then be pasted on two large pieces of tagboard - one for the United States and one for Puerto Rico. If possible, the teacher can then invite two senior citizens to the class - one who grew up in the United States and the other who grew up and lived most of his life in Puerto Rico. These senior citizens can explain to the children

how people in Puerto Rico feel about the scenes depicting Puerto Rican life and how people in the United States feel about the scenes depicting life in the United States.

SOCIAL STUDIES CURRICULUM FOR GRADE TWO | UNIT II: MY SCHOOL

Second Activity For Skill C:

"UNDERSTANDING DIFFERENT CULTURES AND ITS INFLUENCE IN PEOPLE'S LIFESTYLES"

SKILL D: Is Able To Cooperate In Carrying Out Group Tasks.

VOCABULARY: Cooperate, share, prepare, plan, committee, discuss, responsibilities, schedule, task, step, coordination.

First Activity For Skill D

The class can have a "parent's day" in which all of the parents are invited to the class for an afternoon. The teacher can explain that in order to get prepared for the parent's day the class will have to be divided into several committees. The teacher can explain what committees do and give examples. The class can then decide what committees they will need. For example, a greeting committee, a tour guide committee, a serving committee, and an invitation-writing committee. Each child will volunteer to be on one committee. The teacher will explain how committees work together to get their tasks done and how they assign responsibilities to individuals. Each committee can make a chart to outline its responsibilities and to list the committee members who will carry out each task.

Second Activity For Skill D	The class can have a Puerto Rican-American dinner for their parents. They can decide on two very special Puerto Rican dishes they will cook and two very special American dishes. Then they can decide on the steps that will be taken to prepare for the dinner. For example, raising money, buying the food, storing the food, cooking each dish, setting the table, introducing the guests, serving the food, and washing the dishes. After the class has decided on all the necessary steps, the teacher can list them on the chalkboard. Then the children can create a time-line showing an appropriate sequence of times and dates when these steps will be done. The time-line should also indicate which students will be involved in carrying out each step. The teacher will need to give an example of a time-line before the children will be able to make their own.

Second Activity For Skill D: "A Puerto Rican-American Dinner"

MENU

* ARROZ CON POLLO Y SOFRITO
* TOSTONES ,"FRENCH FRIES" Y CHICHARRONES,
* FLAN Y "APPLE PIE", QUESO Y GUAVA.
* POCILLO NEGRO Y SODA.

COSTOS

Arroz..... $
Pollo..... $
Piel de Lechón..... $
Papas..... $
Plátanos..... $
Flan..... $
Manzana..... $
Harina..... $
Huevos..... $
Queso..... $
Pasta de Guava..... $
Café..... $
Bebidas Gaseosas..... $

Colecta de Dinero

* Venta de dulces
* Venta de plantas
* Colecta de periódicos
* Intercambio de revistas cómicas (.05 ¢)
* Venta de productos hechos en clase.

La cena se realizará el 20 de diciembre a las 12:30 del mediodía en el salón No. 310

10 de diciembre	12 de diciembre	13 de diciembre	15 de diciembre
Impresión de Invitaciones	Planeamiento de cocineros	Planeamiento de las mesas	Planeamiento de decoraciones
* José Luis	* Maestra	* Jesus	* Vilma
* Magdalena	* Fermín	* Reinaldo	* Juan
* Javier	* Ana	* Natividad	* Marisol
* Pedro	* Luz		
	* Carlos		
	* Ramón		

etc....

SKILL E: Is Able To Operate Effectively In The Internal And External Environment Of The School

VOCABULARY: Map, model, building, street, parking lot, sidewalk, crosswalk, hallway, corner, stairs, basement, distance, floor, roof, street sign, address.

First Activity For Skill E

The children can create a three-dimensional model of the neighborhood around the school. This activity can be started by taking a walk around the neighborhood to familiarize the children with where things are. The children can take note pads along so they can write down the names of the streets and buildings and can make sketches of the buildings so they will know their shapes, the number of floors they have, and any other important features. Then the children will be prepared to construct the model. They should put the names on the buildings and make street signs. If the children are unsure of some feature of the neighborhood it would be better to take them on another walk to discover what that feature is rather than telling them about it. After the model has been constructed the children can write sentences telling how to get from one place in the neighborhood to another place. The teacher should write a few sentences on the chalkboard so the children will have models to follow. For example:

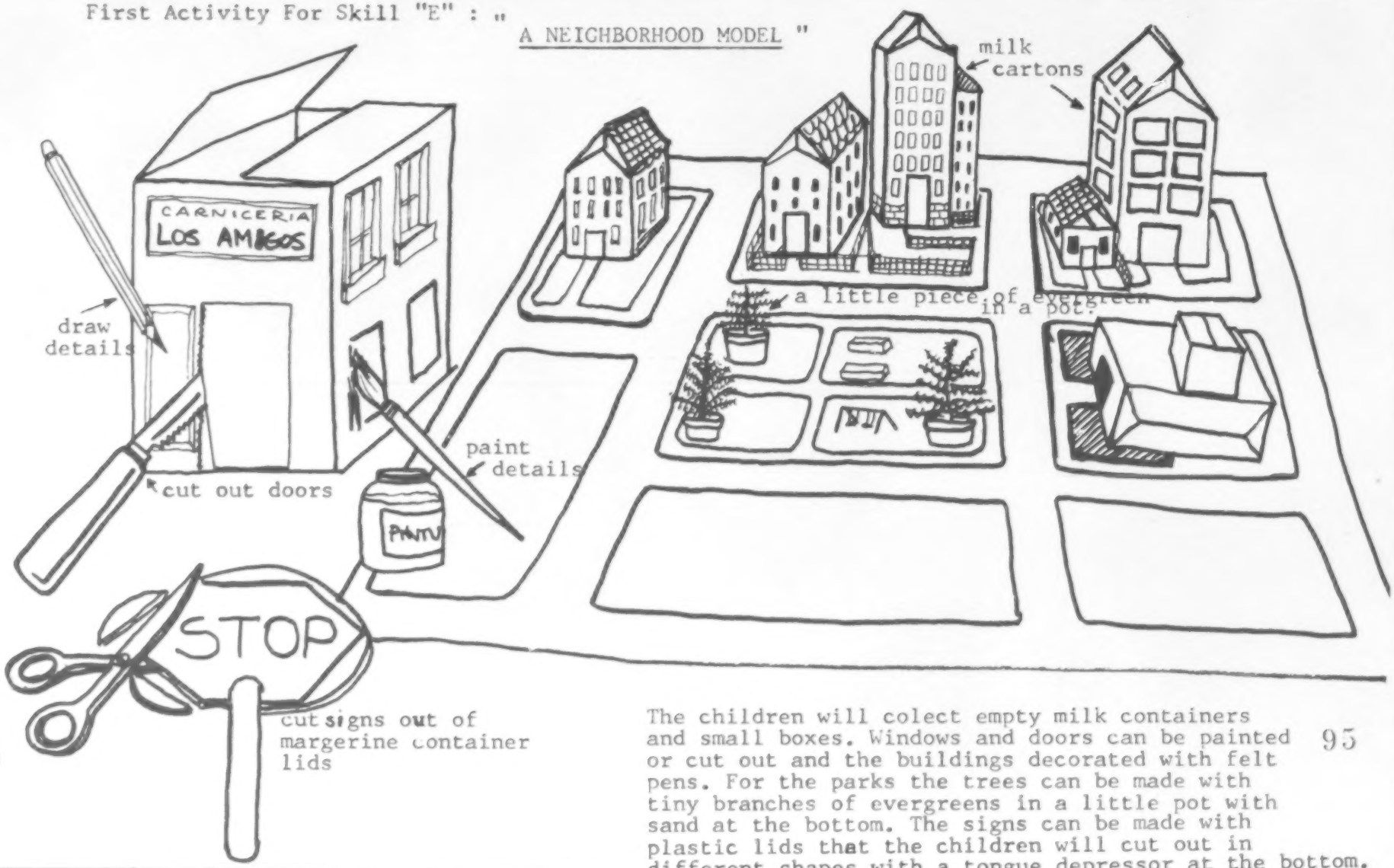
"Para llegar a la casa de Ramón Torres desde mi casa, debo caminar por "Elm Street" hasta la esquina de "Chapel Street." Debo doblar a la izquierda y caminar dos cuadras. Antes de la esquina de Chapel y Trumbull hay una panadería "El coquito" y al lado una carnicería. Ramón vive en el edificio siguiente; en el tercer piso, apartamento 'G'."

Second Activity For Skill E

The teacher can write paragraphs describing how to get to some particular place in the school building without using the familiar names of rooms and other locations for orientation. The class can be divided into groups. Each group will be given a paragraph and can study the paragraph to learn to read it. The teacher will check each group to make sure they are reading their paragraph correctly. The teacher should also ask questions to see if the group has a general understanding of the directions. If they do, the group can proceed to follow the directions and the teacher can determine if they succeed in going to the place where the directions should lead them. When each group has completed following the directions they can read their paragraphs to the rest of the class and tell the class where they went to by following the directions.

"Juancito, cuando tú sales de este salón, vas hasta el final del pasillo donde están las puertas dobles, subes las escaleras hasta el segundo piso y doblas a la izquierda. Cuando pasas el extinguidor de incendios a tu derecha, vas a ver una puerta de madera y luego otra con un pedazo de vidrio en el medio ....Entras por esa puerta y estarás en el _____

First Activity For Skill "E" : " A NEIGHBORHOOD MODEL "



The children will colect empty milk containers and small boxes. Windows and doors can be painted or cut out and the buildings decorated with felt pens. For the parks the trees can be made with tiny branches of evergreens in a little pot with sand at the bottom. The signs can be made with plastic lids that the children will cut out in different shapes with a tongue depressor at the bottom.

SKILL A: Is Able To Define More Accurately Ones Role In The Family.

VOCABULARY: Son, daughter, youngest, oldest, brother, sister, grandparent, father, mother, aunt, uncle, cousin, nephew, niece, family, neighborhood, city, country.

First Activity For Skill A

The children can make family books. The teacher can write stimulus titles on the chalkboard for each page. For example:

"Mi Mamá; Mi Tío; Mi Abuela; Yo Ayudo; Amor; Estoy Enojado."

The children can copy each title at the top of a page and then make a drawing on the page which is appropriate to that title. With the teacher's help the children can make up their own titles. These can be more involved so that they tell a story about the child's family. For example:

"Mi papá se enojó porque.....; Mi abuela me quiere mucho porque.....; Yo dependo de mi familia para....."

At the bottom of each picture the children should write a one-sentence explanation of the picture. The teacher will need to assist in this by writing example explanations on the chalkboard and by providing a list of the words which the children are using on the chalkboard.

Second Activity For Skill A

The teacher can make the skeleton for a story which the children can fill in to create their own story. For example:

"Había una vez _____ que vivía en _____ en la ciudad de _____ en el país de _____. Era la familia _____. En esa familia había _____, y _____, y _____, y _____....."

The teacher can write something like this on the chalkboard so that the children can copy it and fill it in. For each of the categories such as city, country or family the teacher should provide a list of examples which the children can draw on to make their own stories.

First Activity For Skill A:

" A FAMILY ALBUM "

Estoy enojado con mi hermano.

Mi hermano Ramón, me rompió la pluma que me regaló la maestra.

Ayudo a mi mamá a limpiar la casa.

Estoy barriendo la sala. Mi mamá me observa.

SKILL B: Is Able To Understand The Skills Involved In Maintaining A Household.

VOCABULARY: Cooperation, help, rules, understanding, respect, share, protection, duties, housekeeping, cooking, sewing, shopping, working, rent, utilities, heat, electricity, bills, budget, check.

First Activity For Skill B

The children can make charts which explain the role of different members of the household. These charts should be organized according to the basic needs which are satisfied in the household such as the need for money, housing, groceries, clothing, utilities, housekeeping, rules, understanding, love, care, protection, help, and respect. The teacher can make a duplicated sheet with each of these categories at the top of a column. The class should have a discussion about how families work together to meet each need. From suggestions made in the discussion the teacher will write a few sentences on the chalkboard about how each need is met and how different members of the family contribute to this. The children can then copy these sentences on their duplicated charts, putting the sentences appropriate to a particular need in the correct column.

Second Activity For Skill B

The class can have an activity in which they make up a monthly budget for a family. The teacher should explain what a check is and the children can then make a checkbook for the family. They can also make checks which can represent the paychecks which are received by those family members who work. Then the class can have a discussion about all the things which the family will need to purchase during the month. The children can find out the prices of different things by asking their parents and by taking a field trip to the local grocery store. They can decide which of the bills will need to be paid by check or money order and make out checks or money orders for these bills. To complete the activity the teacher should make out a budget on the chalkboard. This should be done in two columns. One should show the sources of income and the other should list all the expenditures. The children can copy the budget and then have a discussion about how the income compares to the expenditures.

First Activity For Skill B: " HOW A HOUSEHOLD IS MAINTAIN "

Muchas cosas son necesarias para mantener un hogar.
Todos los miembros de una familia deben tomar parte en el mantenimiento de ese hogar.
Acá tienes una lista de algunas de estas necesidades.
Escribe en el espacio vacío al lado de cada una de las necesidades, una frase que explique quién tiene en tu hogar la responsabilidad de mantener esta necesidad.

DINERO	
COMPRA DE COMIDA	
PREPARACION DE LA COMIDA	
COMPRA DE ROPA	
LIMPIEZA DE ROPA	
GASTOS DE ELECTRICIDAD	
GASTOS DE CALEFACCION	
RENTA	

Second Activity For Skill B: " The Family Budget "

Vamos a imaginar que somos miembros de la "Familia DIAZ".
En la Familia Díaz hay una mamá, dos hermanos mayores y una hermanita todavía pequeña.
El mayor de los hermanos Díaz, José; trabaja en una oficina de correos.
El menor de los hermanos, Julio; estudia en la escuela secundaria.
La más pequeña de los Díaz, Rosarito; tiene tres años y se queda en casa con una señora que la cuida durante el día.
La Familia Díaz renta un apartamiento en la calle Trumbull y posee un carro.

PRESUPUESTO MENSUAL DE LA FAMILIA DIAZ

SALARIOS (quién gana el dinero y cúanto)	DÓLARES	GASTOS (cómo se usa el dinero y para quién)	DÓLARES
La señora Díaz gana por mes	600.00	RENTA	150.00
José Díaz gana por mes	300.00	LUZ	15.00
		GAS	20.00
		COMIDA	240.00
		ROPA	80.00
		GASOLINA	40.00
		SEÑORA QUE CUIDA ROSARITO	150.00
		OTROS GASTOS	100.00
TOTAL.	900.00		795.00
		SALARIO 900.00	
		GASTOS 795.00	

Second Activity for Skill B: "PAYING BY CHECK"

Make Duplicated copies of blank checks as shown in following page.
Have children cut these and bind them as in a real check-book.

staple

una chequera

Children will copy a master done by the teacher and pay own bills

No. 001

DATE December 10 1975 51-7/11

PAY TO THE ORDER OF Compañía de Electricidad $ 20.00

Veinte DOLLARS

FIRST ANYWHERE BANK
Connecticut 06000

Juan José

117=287 ''' 8890 009'''67

No.

DATE 19 51-7/11

PAY TO THE ORDER OF $

DOLLARS

FIRST ANYWHERE BANK
Connecticut 06000

117=287 ''' 8890 009'''67

SOCIAL STUDIES CURRICULUM FOR GRADE TWO — UNIT III: MY FAMILY

Second Activity For Skill B: " MAKING THEIR OWN CHECK-BOOK "

DATE _____ 19____ No. _____

PAY TO THE ORDER OF _____ $ _____ 51-7 / 11

_____ DOLLARS

FIRST ANYWHERE BANK
Connecticut 06000

117=287 ''' 8890 009''67

DATE _____ 19____ No. _____

PAY TO THE ORDER OF _____ $ _____ 51-7 / 11

_____ DOLLARS

FIRST ANYWHERE BANK
Connecticut 06000

117=287 ''' 8890 009''67

DATE _____ 19____ No. _____

PAY TO THE ORDER OF _____ $ _____ 51-7 / 11

_____ DOLLARS

FIRST ANYWHERE BANK
Connecticut 06000

117=287 ''' 8890 009''67

SKILL C: Is Able To Describe And Understand The Importance Of Rules In The Family.

VOCABULARY: Rules, leadership, responsibility, obey, honor, help, permission, share, cooperation, behavior, misbehavior, neat, sloppy, disrespect, danger, courteous, bossy, wasteful, aggressive, encourage, praise, scold, punish, tease, hurt, sorry.

First Activity For Skill C

The class can have a discussion in which the children compare the rules in their families. As the children suggest these rules the teacher can list them on the chalkboard. After the discussion each child can choose one rule he thinks is important in his family and write that rule at the top of a piece of construction paper. For example they could write:

"Cada uno levanta sus platos después de cada comida y guarda la ropa cuando se la quita."

"No se debe correr dentro de la casa."

After each child has done this another discussion can be held in which the children explain why that particular rule is important in their families. While the children are explaining this to each other the teacher can pick out special words which the children are using in their explanations and list these words on the chalkboard. The teacher can then write down example sentences which use these words to explain the importance of a particular rule. Each child will then be ready to write his own sentence explaining the importance of the rule he wrote on the construction paper. After the

children have written their sentences on the construction paper, the paper can be posted on a bulletin board.

Second Activity For Skill C	The class can be divided into groups of about five for role-playing. Taking one specific rule suggested in the previous activity, each group can think up a skit to demonstrate to the class what it would be like if nobody in the family followed that rule.

SKILL D: Is Able To Describe Similarities And Differences In The Way Families Live, Interact and Celebrate In Puerto Rico And The United States.

VOCABULARY: Culture, custom, festivals, birthdays, anniversary, Christmas, parties, write, call, talk, tell, lend, share, borrow, expression, facial, body, movement, touching, closeness, love, anger, fear, humor.

First Activity For Skill D

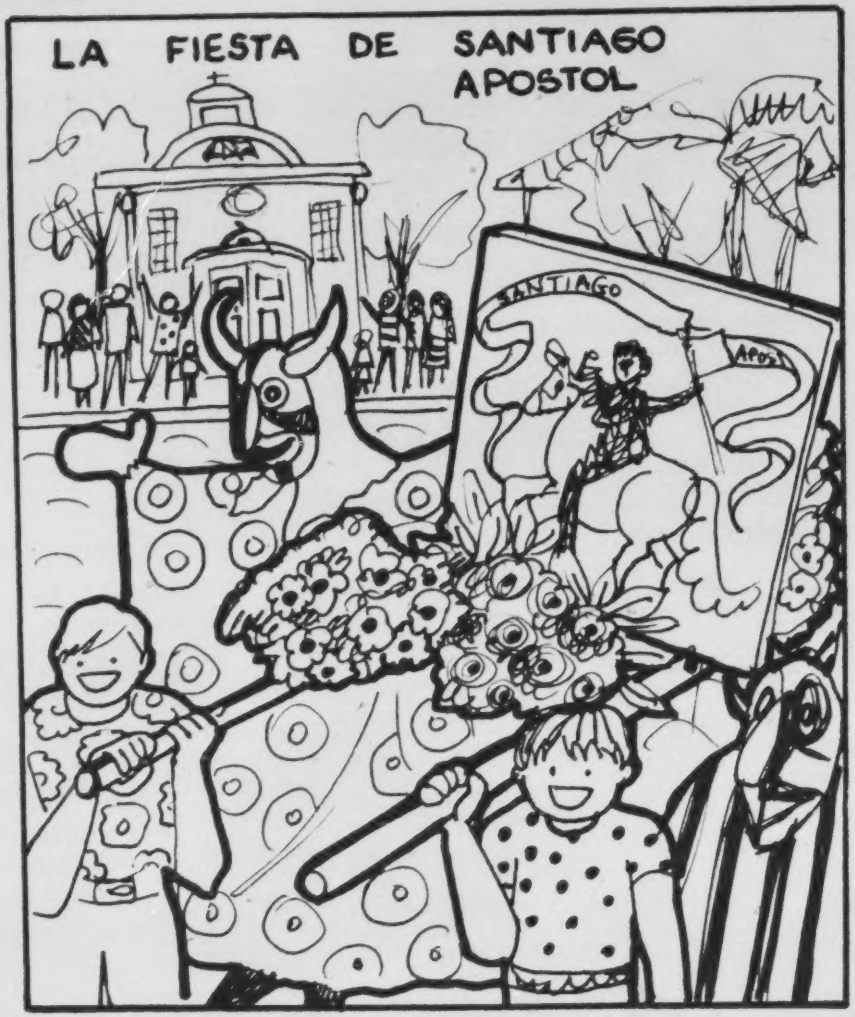
The teacher can show pictures, slides or films which illustrate the life of families in Puerto Rico and the United States. Then the children can be asked to name all the things which families in Puerto Rico and the United States have in common. For example, they eat together, they have festivals, the adults supervise the children, etc. The teacher can write these suggestions on the chalkboard and then the children can copy the list. Then the class can be divided into groups of three or four. Each group can discuss one of the areas of commonality, elaborating on the differences in the activities for the two cultures. For example, both cultures have festivals, but does there tend to be a difference in the kinds of things that people in Puerto Rico and people in the United States do for their festivals? Each group of children will make illustrations on construction paper to show these differences. For example, on the top of a page could be a picture of a festival in Puerto Rico; on the bottom, a picture of a festival in the United States. These illustrations could

either be drawings that the children make or they could be pictures cut out of magazines. Along with each picture there should be one sentence describing the pictures. The teacher will need to put example sentences on the chalkboard so that the children will have a model to follow.

Second Activity For Skill D

The teacher can explain how people in different cultures express themselves differently and describe these differences in terms of facial expression, hand movement, touching, body movement, and physical closeness. The teacher can ask the children to name different kinds of emotions such as love, anger, fear and humor. For each of these emotions the children can make a chart with three columns. In the first column will be listed the different bodily ways of expressing emotion such as facial expression. The second column will be for describing people in Puerto Rico and the third column for people in the United States. If the first chart is for friendship, then the children can describe the facial expressions people in Puerto Rico use for friendship and the facial expressions people in the United States use for friendship. The teacher should write the various descriptive statements on the chalkboard so that the children will be able to copy the statements in the appropriate places on their charts.

First Activity For Skill D: "SIMILARITIES AND DIFFERENCES IN THE WAY PEOPLE LIVE "



SOCIAL STUDIES CURRICULUM FOR GRADE TWO — UNIT III: MY FAMILY

Second Activity For Skill D: "CULTURAL DIFFERENCES IN SELF EXPRESSION"

EXPRESIÓN DE SENTIMIENTO:	En Puerto Rico	En Estados Unidos
EXPRESION FACIAL	" Parecería que los ojos brillan y la sonrisa se pone grande."	" La cara se ilumina con una sonrisa y los ojos se abren grandes."
MOVIMIENTO DEL CUERPO	" Todo el cuerpo se mueve a la vez y salta de arriba a abajo y alrededor."	" El cuerpo se pone tieso y se sacude un poquito
MOVIMIENTO DE LAS MANOS	" Los dedos de las manos se abren bien grande así: "	" Una mano golpea la otra."
TACTO	" Se toman los brazos de otra persona fuerte y se la menea bien duro."	" No se toca a la otra persona solo para estrechar la mano."
ACERCAMIENTO FISICO	etc.	etc.

SKILL E: Is Able To Recognize Situations Where Values Predominant In The Home Are Different From Values That Are Predominant In The School.

VOCABULARY: Values, cooperation, competition, ambition, respect, obedience, religion, beliefs, emotion, dependency, ties.

First Activity For Skill E

The teacher can write statements on the chalkboard which describe values that are predominant in the Puerto Rican home and values that are predominant in schools in the United States. The class should have a discussion in which they try to determine which statements describe which situation. The children can then copy these statements in two lists--one list for the Puerto Rican home and one for the school in the United States. Examples of statements which the teacher could use are:

"Los niños están supuestos a cooperar para terminar el trabajo mas rápido."

"Es bueno aceptar las cosas como son sin hacer preguntas"

"Los niños más pequeños deben obedecer a los mayores."

"Los niños están separados por edad."

"Cuando me reprimen no debo contestar o mirar."

"Cuando me reprimen debo mirar a los ojos y responder a las preguntas."

"Los niños mayores no tienen el derecho de mandar y ordenar a los ninos más pequeños."

"Debes tomar el tiempo de estudiar primero y ayudar en las tareas luego."

"No debo hablar español sino inglés."

SKILL A: Is Able To Distinguish The Similarities And Differences Of Spanish Homes In Puerto Rico And Connecticut.

VOCABULARY: Village, neighborhood, house, apartment, street, corner, green, trees, street light, signs, brick, cement, wood, roof, tile, fireplace, door, window, sidewalk, store, shop, tools, farming, fishing, herding, mining, weaving.

First Activity For Skill A

The children can construct two model communities. One should be a village in Puerto Rico and the other a Puerto Rican neighborhood in Connecticut. Many children will not be familiar with a village in Puerto Rico so the teacher will need to provide pictures and explanations indicating what a Puerto Rican village is like. After the communities have been constructed the teacher should ask what objects there would be in the Puerto Rican village which are not in the Connecticut neighborhood. The children should make a list of the names of these objects. They should also make a list of the objects which would be in a Connecticut neighborhood but not in a Puerto Rican village.

Second Activity For Skill A

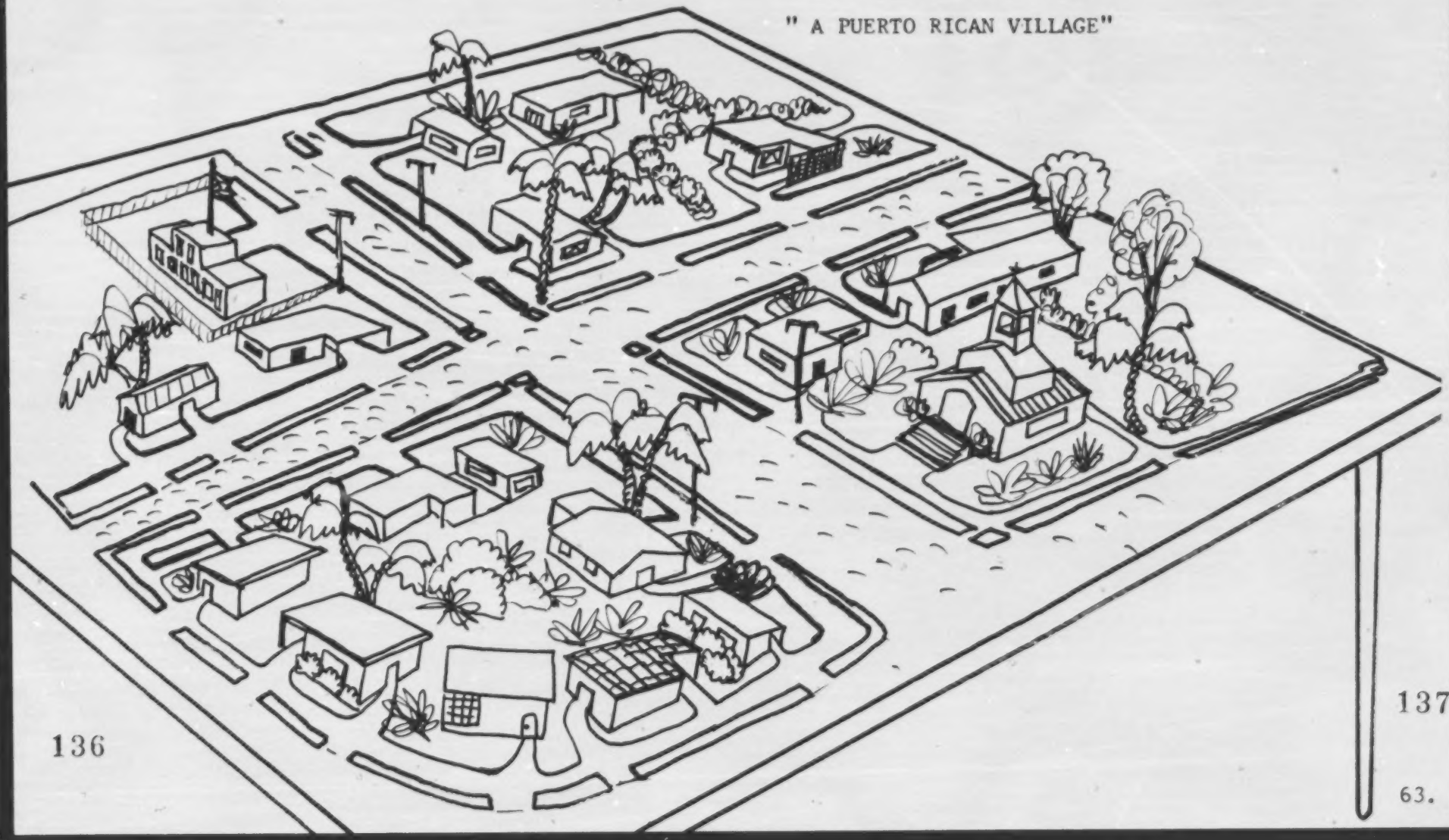
The children can make up oral stories in which they imagine themselves to be a home in Connecticut neighborhood or in a Puerto Rican village. For example, they might say:

"Yo soy una casita pequeña y bonita en el norte de la isla de Puerto Rico. Tengo 4 habitaciones: una sala y un dormitorio, el baño y la cocina. En mis paredes hay ventanas y por ellas yo dejo ver un jardincito y un huerto pequeño. Yo albergo a la familia Santos: un papá, una abuela y tres niños--Julio, Rosario, y Charito.
El mes pasado el Señor Santos me pintó por dentro de color azul.
¡Qué bien me siento con las paredes tan limpiecitas!
Rosario, la mayor de las niñas me cuida mucho y la abuela me puso unas cortinas blancas para que el sol no me dañe el piso...

As the children tell their stories the teacher should pick out special words which the children use. The teacher should make a list of these words on the chalkboard. Working from this word list the children can write their stories on paper.

First Activity For Skill A: " Building a model for a comunity "

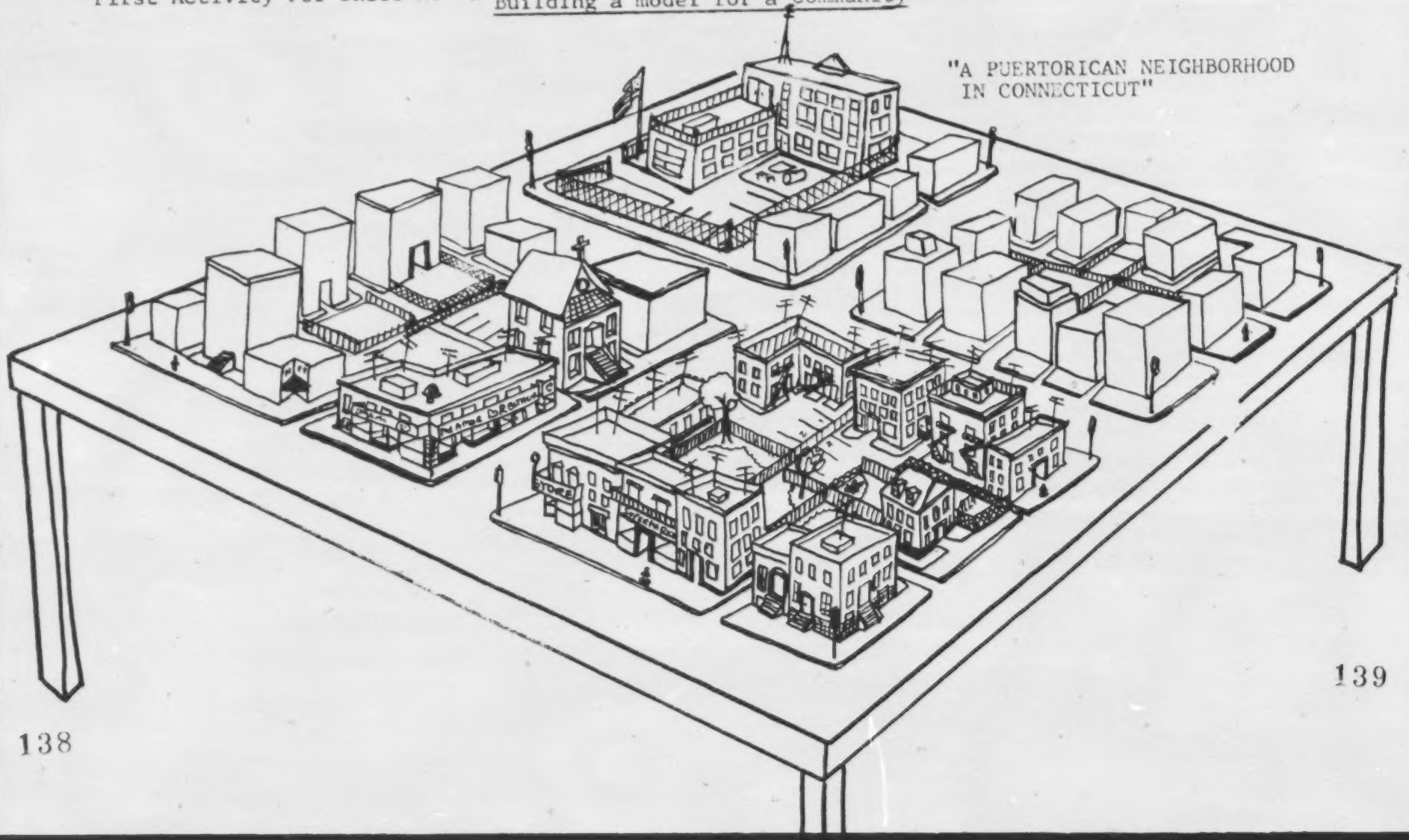
" A PUERTO RICAN VILLAGE"



SOCIAL STUDIES CURRICULUM FOR GRADE TWO | UNIT IV: MY HOME

First Activity For Skill A: " Building a model for a community"

"A PUERTORICAN NEIGHBORHOOD IN CONNECTICUT"



SKILL B: Is Able To Recognize How The Home Life Of People Must Adapt When They Move From One Culture To Another.

VOCABULARY: Culture, climate, move, migrate, custom, adapt, adjust, weather, rain, snow, heat, transportation, food, diet.

First Activity For Skill B

The children can be asked to imagine a Puerto Rican family, let us say the Ramírez family, which has lived in a village in Puerto Rico and moves to a city in Connecticut. They can make a time line consisting of pictures with explanations under each picture. The time line can start by showing what life was like for the family in Puerto Rico, then show how the family moved to Connecticut, and finally show how they adapt to living in Connecticut. What clothes must they buy? Can they have chickens in Connecticut? When this first time line is completed, the children can create a second time line for a Connecticut family, the Smiths, who move from Connecticut to a village in Puerto Rico. The time line should show the same process of adapting to a new way of life.

First Qctivity for Skill B: "A time line"

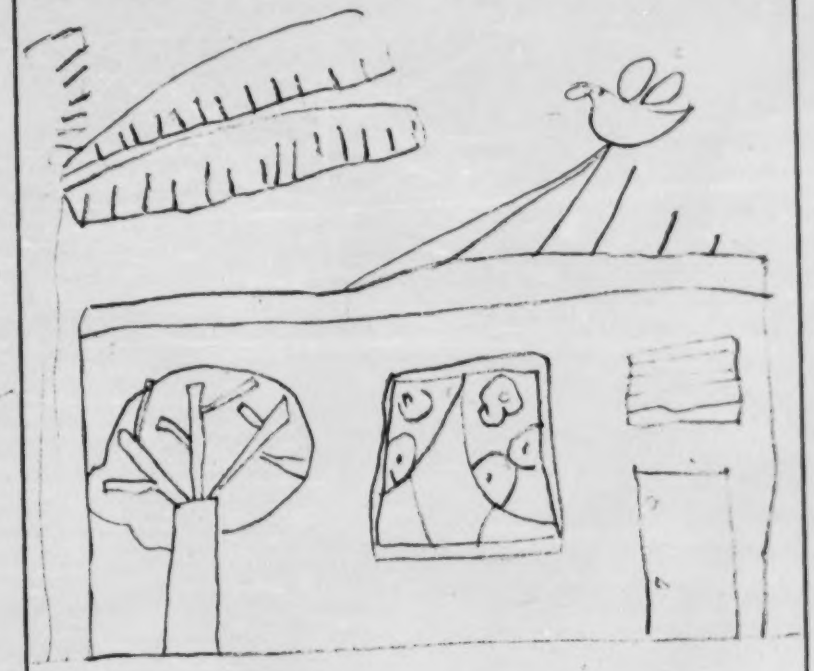
heavy oak tag.

LA FAMILIA RAMIREZ EN PUERTO RICO.

HABIA UNA VEZ.....

Una Familia que se llamaba RAMIREZ. Había un papá, una mamá, y dos niñitos; José y Asunción. Ellos eran así:

LA FAMILIA RAMIREZ EN PUERTO RICO.



La familia RAMIREZ vivía en el pueblo de Colonia Fortuna, cerca de la ciudad de Fajardo. Tenían una casita arrendada rodeada de bellos árboles frutales. El mar se veía desde sus ventanas.

Tape time lines together following story sequence.

First Activity For Skill B:

"A Time Line"

LA FAMILIA RAMIREZ EN PUERTO RICO

Jose RAMIREZ caminaba todas las mañanas hasta la Escuelita "Martín Pescador" y su hermanita Asunción se quedaba en casa a ayudar a su mamá.
Ellas se veían así:

3

LA FAMILIA RAMIREZ EN PUERTO RICO

El señor RAMIREZ también salía todas las mañanas a su trabajo.
El era albañil de obra y ayudaba a construir las casitas y otros edificios del pueblo.

4

First Activity For Skill B:

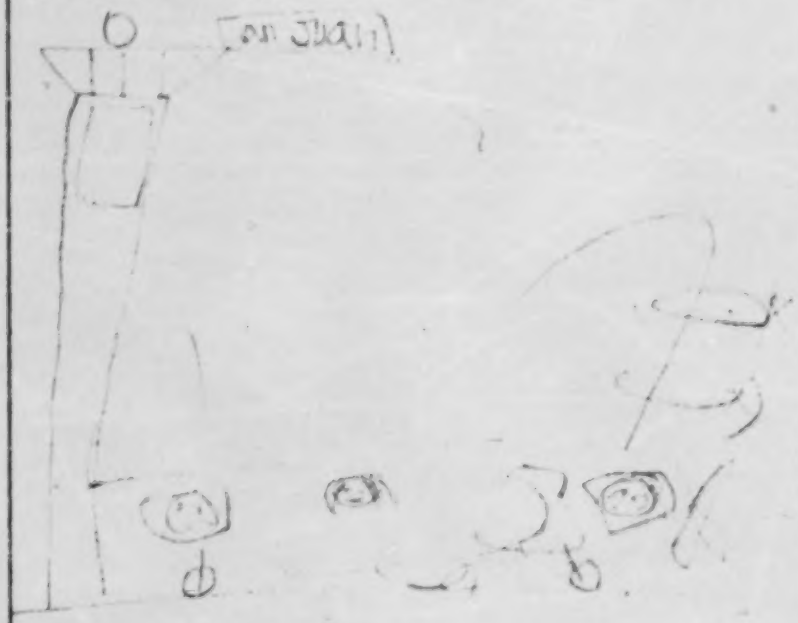
"A time Line"

LA FAMILIA RAMIREZ EN PUERTO RICO

UN DIA..... El señor RAMIREZ le dijo a su familia que se tenían que mudar a Nueva York, porque no había trabajo en Colonia Fortuna.

5

LA FAMILIA RAMIREZ EN PUERTO RICO



La Familia RAMIREZ tomó un avión en el Aeropuerto de San Juan rumbo a los Estados Unidos.
El resto de los parientes, tíos, primos y amigos vino a despedirlos.

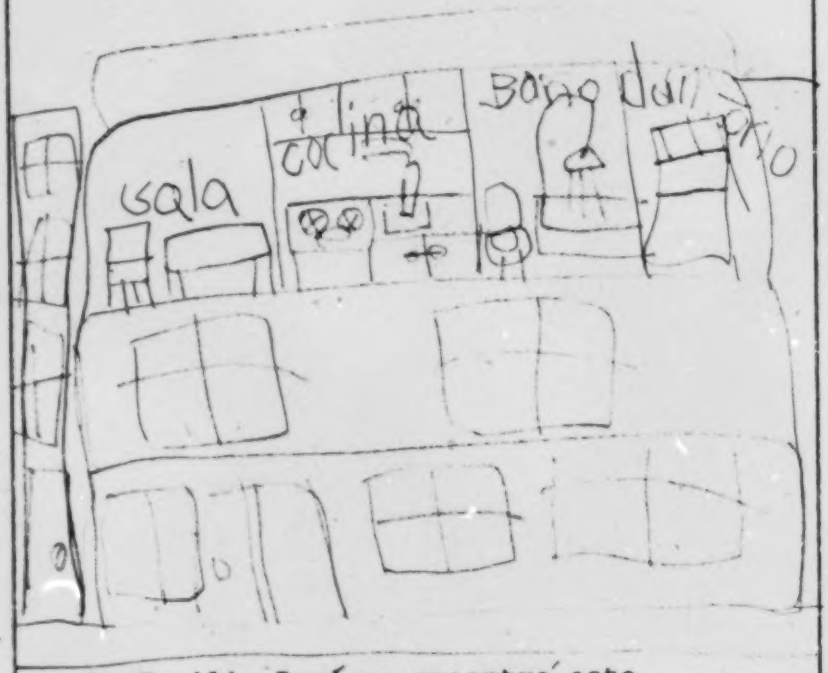
6

First Activity For Skill B: "A Time Line"

LA FAMILIA RAMIREZ LLEGA A NUEVA YORK

La Familia Ramírez llegó al aeropuerto de Nueva York.(Se llama J.F.KENNEDY como el presidente).
Allí los esperaba su amigo el señor Carlos González y su esposa.
Ellos viven en Nueva York hace casi tres años.

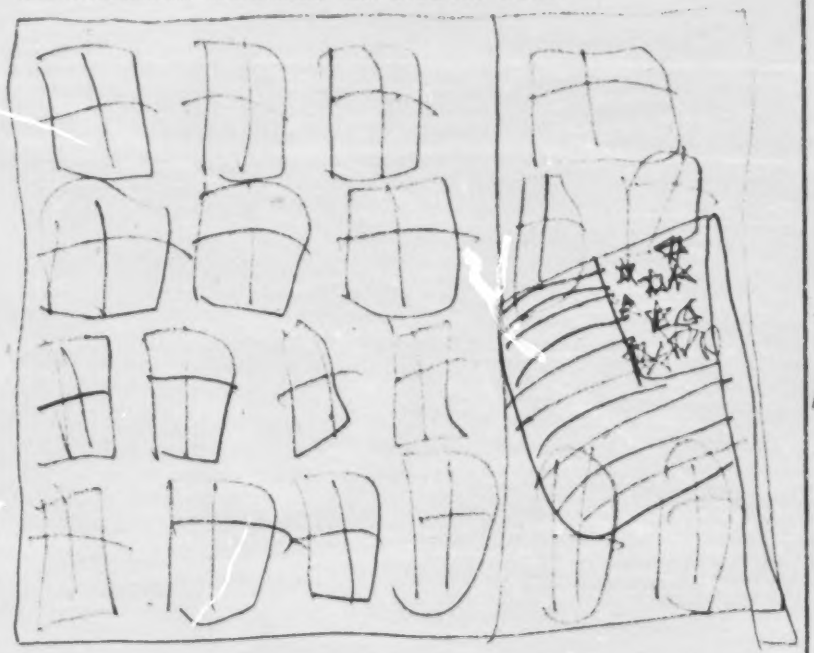
LA CASA DE LOS RAMIREZ EN NUEVA YORK



La Familia Ramírez encontró este apartamiento en el barrio de Queens.
Es pequeño y no muy comfortable, pero por el momento les ayudará a ubicarse.
Tiene una sala, dos dormitorios, un baño y una cocina pequeñita.
Es en el tercer piso del edificio.

First Activity For Skill B: "A Time Line"

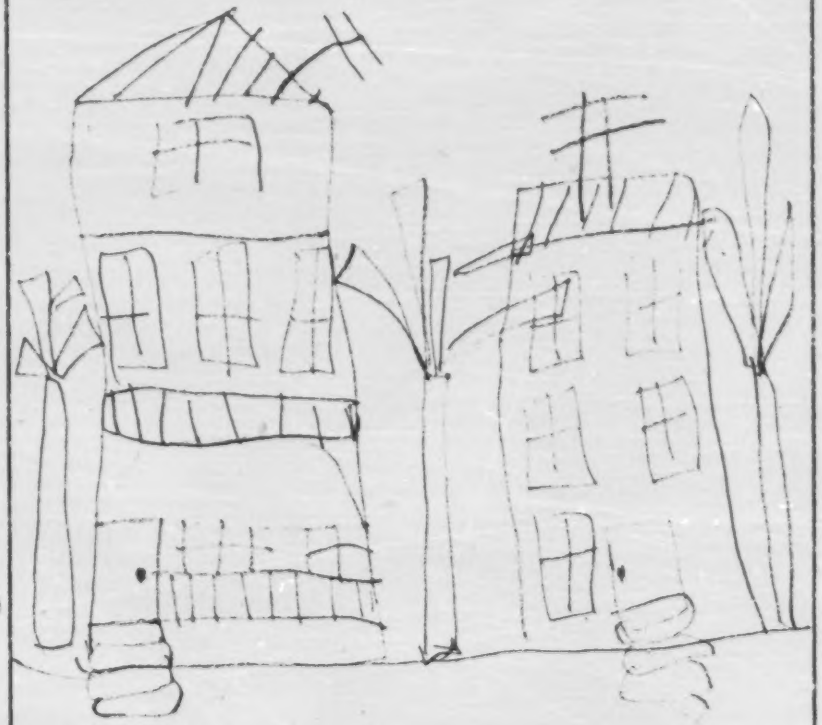
LA FAMILIA RAMIREZ EN NUEVA YORK



José RAMIREZ empieza la escuela en Queens. Es un edificio muy grande y hay muchos niños. Todos hablan inglés y José no los entiende. El no es muy feliz allí.

9

LA FAMILIA RAMIREZ SE MUDA A BRIDGEPORT, CONNECTICUT.



Ellos viven en una casa de tres familias.

10

First Activity For Skill B: "A time Line"

LA FAMILIA RAMIREZ EN BRIDGEPORT.

José RAMIREZ va a una escuela donde los maestros y los niños hablan español. Se llama salón bilingue porque algunas niños hablan inglés también.A José le gusta más.

LA FAMILIA RAMIREZ EN BRIDGEPORT.

Ésta es la señora RAMIREZ con sus amigas en el Centro Borinquen. Están preparando una reunión de la comunidad hispana.

.... And the story can go on and on.....

SKILL C: Is Able To Describe Strategies For Using The Things Which People Have In Common For Facilitating Cross-Cultural Communication.

VOCABULARY: Communication, gesture, sign, expression, empathy, feeling, emotion, instinct, language, conscience, needs, birth, death, ability, skill, curiosity.

First Activity For Skill C

The teacher can demonstrate how to communicate a simple message through pantomime. The teacher can make a list of words or phrases on the chalkboard, each of which can be communicated through pantomime. The teacher can perform a pantomime for each word or phrase and the children will try to figure out which is the appropriate word. The children can copy the words on a sheet of paper in the order that the pantomimes are given. After the pantomimes have been completed the children can discuss why they guessed wrong for some of the pantomimes.

Second Activity For Skill C

The class should be divided into three groups. The teacher will give each group a pantomime script. Each group will study the script carefully until they understand how it should be performed. Then they should assign roles to different children and plan how they will perform the pantomime for the other students in the class. After the pantomime has been performed, the other groups will try to guess what the story pantomimed was.

Third Activity For Skill C	The teacher can bring several examples of well-known paintings to the class. The teacher will explain that artists are often trying to communicate a message or mood through their art and ask the children to guess what message or mood the painter was trying to communicate. Then the children can make believe they are famous artists who want to tell a story through their paintings. They will each think up a story which consists of four sentences. With the teachers help they will write down the sentences. Each child can divide a large piece of drawing paper into four sections. In each of the four sections they should make a drawing to communicate one of the sentences of the story. When this is completed the children will show each other their pictures and the class will try to guess what story each student was trying to communicate. After the class has attempted to guess the story, the student can read his story so they can compare their guess and the drawings to the written story.

SKILL A: Is Able To Keep A Dated Record Of The Significant Events Taking Place In The Immediate Community.

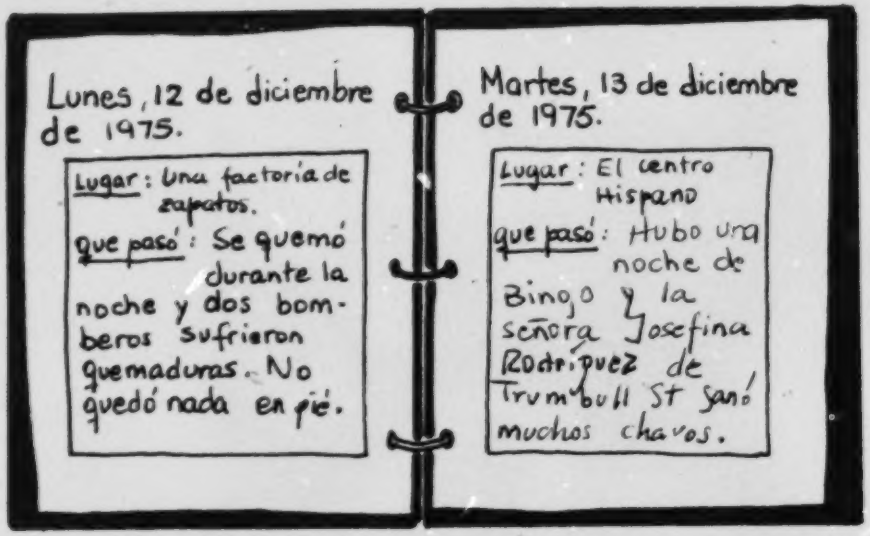
VOCABULARY: Date, hour, week, month, year schedule, graph, post, check, important, news, newspaper, radio, television, town hall, Police Department, Fire Department, reports.

First Activity For Skill A

Part of a bulletin board should be designated for posting information about events in the local community. The teacher can start by bringing stories from the local newspaper or notices of events. The children can then be encouraged to look for similar information about events in the local community. Each student could then have a small log book in which the date and description of each event is kept in chronological sequence. The teacher should help in writing summary statements of each event. After keeping the log of events for several weeks, each student can then write a brief summary of the important events during those weeks basing the summary on the information in the log book.

Second Activity For Skill A	The class can be divided into several groups for collecting information in different areas of interest. For example, one group could collect information on the fire department, another on the police department, and a third on local sports teams. Each group should construct a large calendar for one month. Each day of that month the children should look for information in the newspaper about things that happened in their area of interest--a fire, a baseball game, a robbery. They should pick out the most important event and make a note about it on the calendar. If something particularly interesting happens the class could try to get someone who was involved in that event--a policeman or fireman--to come to the class to talk about what happened. For these particularly interesting events the group should make a special report to the class. While the group is making the report the teacher can write a summary of the report on the chalkboard. Each student in the class can then copy the summary.

First Activity for Skill A:" A LOG BOOK OF COMUNITY ACTIVITIES"



The children will keep a description of events in chronological sequence.
The book can also contain small commentaries or pictures cut out of the newspaper to illustrate the story.

Second Activity For Skill A: " A CALENDAR TO RECORD SPECIAL HAPPENINGS IN THE COMUNITY"

SKILL B: Is Able To Create A Time Chart Showing Different Community Activities.

VOCABULARY: Morning, afternoon, evening, a.m., p.m., weekday, weekend, dance, meeting, game, festival, parade, bake sale, auction.

First Activity For Skill B

The class can create a large time-schedule chart which covers a whole week. The chart should have places for morning, afternoon, and evening and for different times. It should also have a column for each day of the week. The teacher should bring newspapers and any other information sheets which would list the events that will take place in the community during the next week. The children should look through the information for events they would like to post and then fill in the chart. On each day of the week for which the chart was planned, the class can construct a short paragraph to describe the events that will take place that day.

First Activity For Skill B:

DIA DE LA SEMANA	MAÑANA	TARDE	NOCHE
LUNES	lugar: hora: lugar: hora:	lugar: hora: lugar: hora:	lugar: hora: lugar: hora:
MARTES	lugar: hora: lugar: hora:		
MIERCOLES	lugar: hora: lugar: hora:		
JUEVES			
VIERNES			
SABADO			
DOMINGO			

SKILL C: Is Able To Create Projected Schedules Of Activities For The Classroom, School And Community.

VOCABULARY: Schedule, chart, future, order, future, order, chronological, before, after, precede, follow, early, late, planning, committee.

First Activity For Skill C

The class can create a schedule of all the important events that will take place in the Puerto Rican community during the next year. This activity can be started by having each child ask his parents what these events are and on what dates these events will take place. When the children bring this information to the class, the class can be divided into enough groups for each separate event that the children have learned about. Each group can make a special picture on construction paper for one of the special events. The name of the event, the date of the event, and a brief explanation of the picture should be placed at the bottom of each picture. The pictures can then be posted in the chronological order of the events.

SKILL D: Is Able To Create A Time Line Using Significant Dates In Connecticut History and Puerto Rican History.

VOCABULARY: Chart, schedule, events, history, happening, order, sequence, chronological.

First Activity For Skill D

The teacher can write a brief list of important events in Connecticut history and another brief list of important events in Puerto Rican history. The teacher should give a brief explanation of what these events are. For each of the two lists the children should make a time line. This can consist of a series of pictures which are connected in chronological order. Some significant events in Connecticut history are:

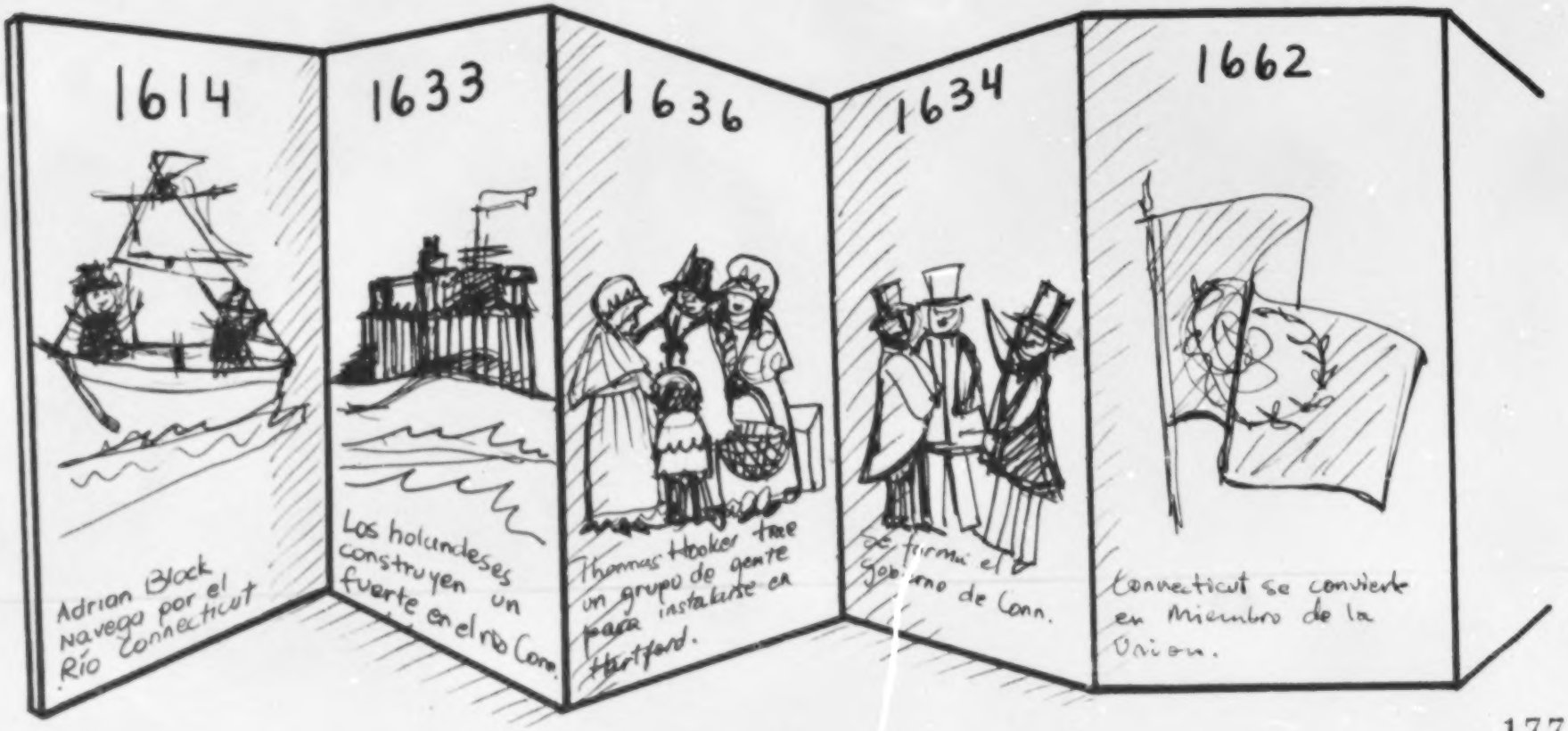
Adrian Block sails up Connecticut River--1614
Dutch erect fort on Connecticut River--1633
Thomas Hooker brings group to settle Hartford--1636
Connecticut Government formed--1639
John Winthrop obtains charter for Connecticut--1662
Collegiate School (Yale) founded--1701
Oldest continuous U.S. newspaper, "Connecticut Courant" founded--1764
Connecticut militia rush to "Lexington Alarm"--1775
Connecticut representatives sign Declaration of Independence--1776
Emancipation of Negroes in Connecticut--1784
First Connecticut Insurance Company formed--1795
Eli Whitney forms musket company--1799

Noah Webster publishes English dictionary--1807
U.S. Coast Guard Academy moves to New London--1910
Shakespeare Theatre opens in Stratford--1955

Some important dates in Puerto Rican history would be:

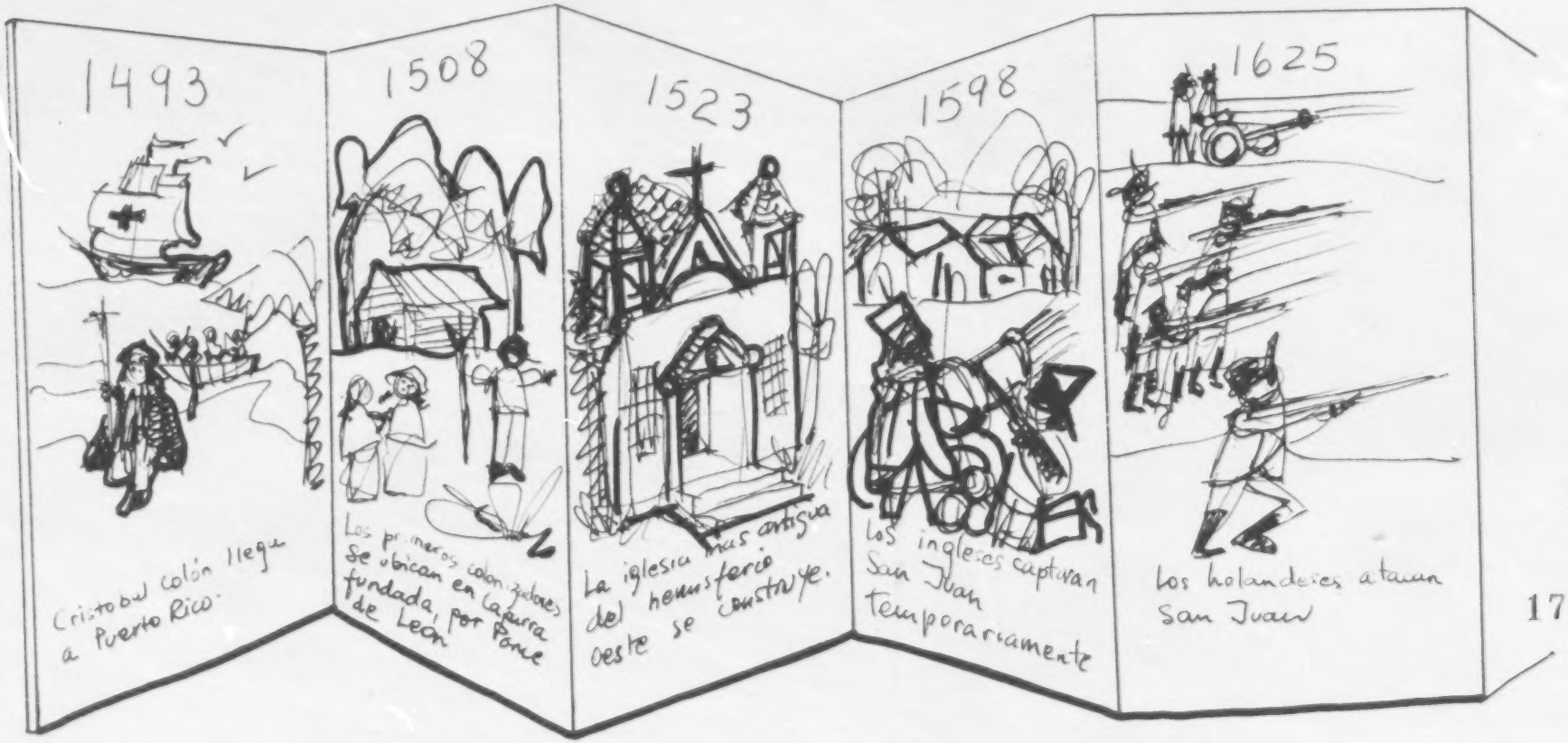
Columbus arrives in Puerto Rico--1493
First Spanish settlement at Caparra founded by Juan Ponce de Leon--1508
First Puerto Rican school founded at Caparra--1508
Oldest Christian church in Western Hemisphere--1523
San Juan temporarily captured by English--1598
Dutch attach San Juan--1625
Grito de Lares uprising--1868
Abolition of slavery in Puerto Rico--1873
Puerto Rican flag shown for first time--1895
Spanish-American War--1898
Treaty of Paris--1898
Puerto Rico becomes U.S. Territory--1900
University of Puerto Rico founded--1903
Puerto Ricans become U.S. citizens--1917
Women obtain vote--1920
Puerto Ricans allowed to teach in Spanish--1945

First Activity For Skill D: :" A TIME LINE OF CONNECTICUT'S HISTORY "



SOCIAL STUDIES CURRICULUM FOR GRADE TWO | UNIT V: MY COMUNITY

First Activity For Skill D: " A TIME LINE OF PUERTO RICO'S HISTORY "



SKILL E: Is Able To Measure The Length Of Time From One Date To Another Date.

VOCABULARY: Day, week, month, year, century, length, amount, period.

First Activity For Skill E

The teacher can demonstrate how to find the number of years between two specific years in history, for example, the number of years from 1682 to 1809. Then the teacher can give the children problems in which they can find the number of years between two important dates in Connecticut history or Puerto Rican history. For example, the number of years between the arrival of Columbus in Puerto Rico (1493) and the first settlement at Caparra (1508). This kind of problem can become somewhat more complicated by having the children compare the length of time between two different sets of events. For example:

¿Cual fué el período de tiempo más largo?:

1. Llegada de Cristobal Colón a Puerto Rico y fundacion de la ciudad de Caparra.
2. Puerto Rico se convierte en territorio americano y concesión de ciudadania americana puertoriqueña.

SKILL A: Is Able To Associate The Shapes Of Countries In North And South America With The Names Of The Countries.

VOCABULARY: Canada, United States, Mexico, Honduras, Guatemala, Costa Rica, Nicaragua, Panama, Cuba, Puerto Rico, Santo Domingo, Venezuela, Surinam, Columbia, Brazil, Peru, Bolivia, Paraguay, Uraguay, Chile, Argentina, Haiti, Jamaica, Bahama Islands, West Indies Islands.

First Activity For Skill A

Using a map that is available in a book or encyclopedia, the children can trace the outline of the American continent. When this is completed the teacher can explain that there are three major parts of the American continent--North America, South America, and Central America. The teacher should write the three names on the chalkboard and then show how to divide the continent into the three parts. The children can divide their own outline maps into three parts and then write the names on their maps.

Second Activity For Skill A

The teacher will make a duplicated sheet for each of the three parts of the American continent. On each part will be a map of that part of the continent. The borders of the countries should consist of dotted lines. The children can trace along the dotted lines. Then, by using a map in a book as a reference, the children can find the names of the countries and write these on the map. Finally, the children should color the map using a different color for each country so that they become more familiar with the shape of the country.

Third Activity For Skill A

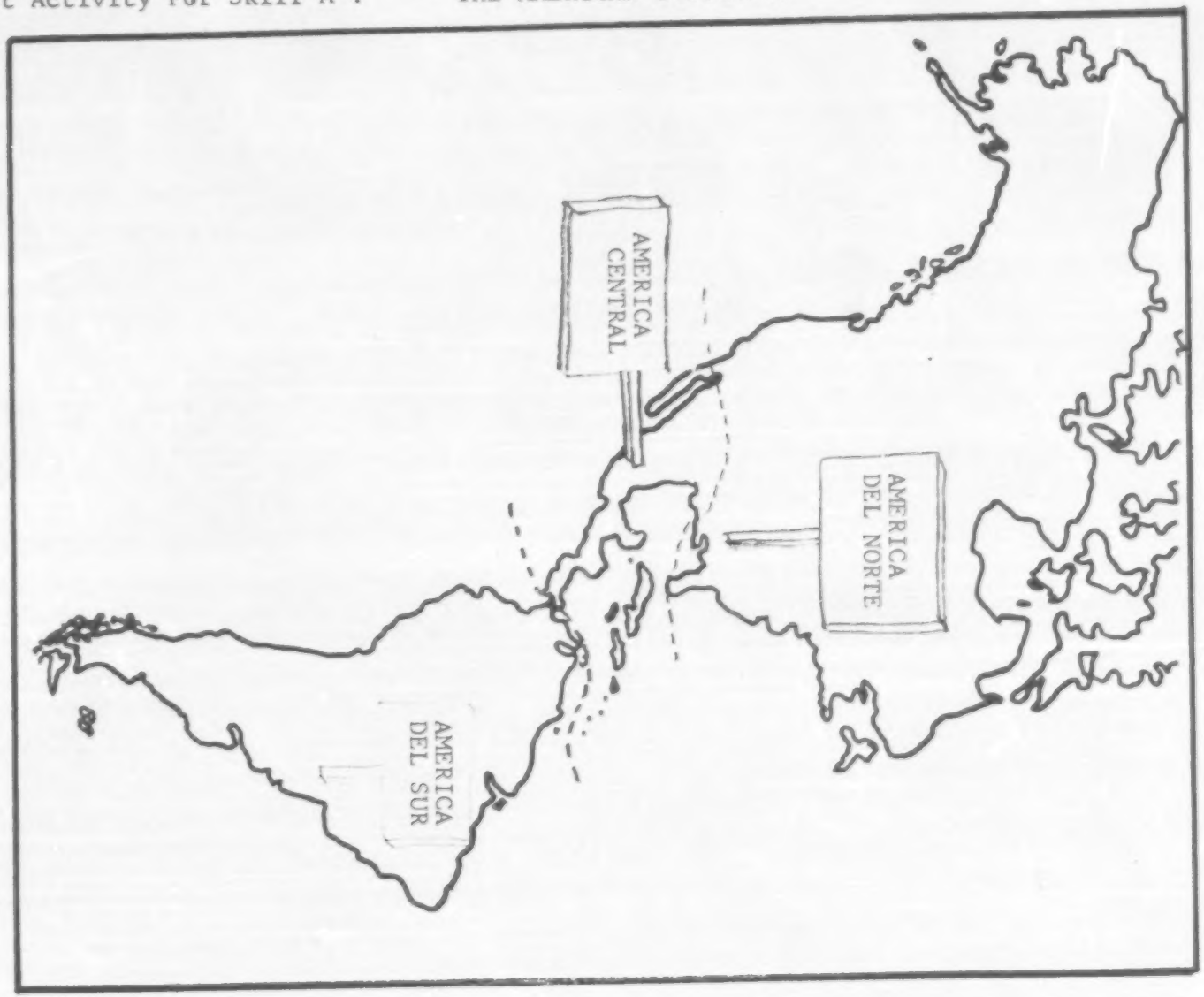
Using the map created in the previous exercise the children can create a puzzle. This map can be pasted to a piece of cardboard and then the cardboard can be cut along the borders of the countries. The countries should then be the pieces of the puzzle. The children can play a game in which they put the pieces of the puzzle in a pile, take turns taking pieces from the pile, and then try to place each piece in the correct position within the cardboard borders of the continent.

Fourth Activity For Skill A

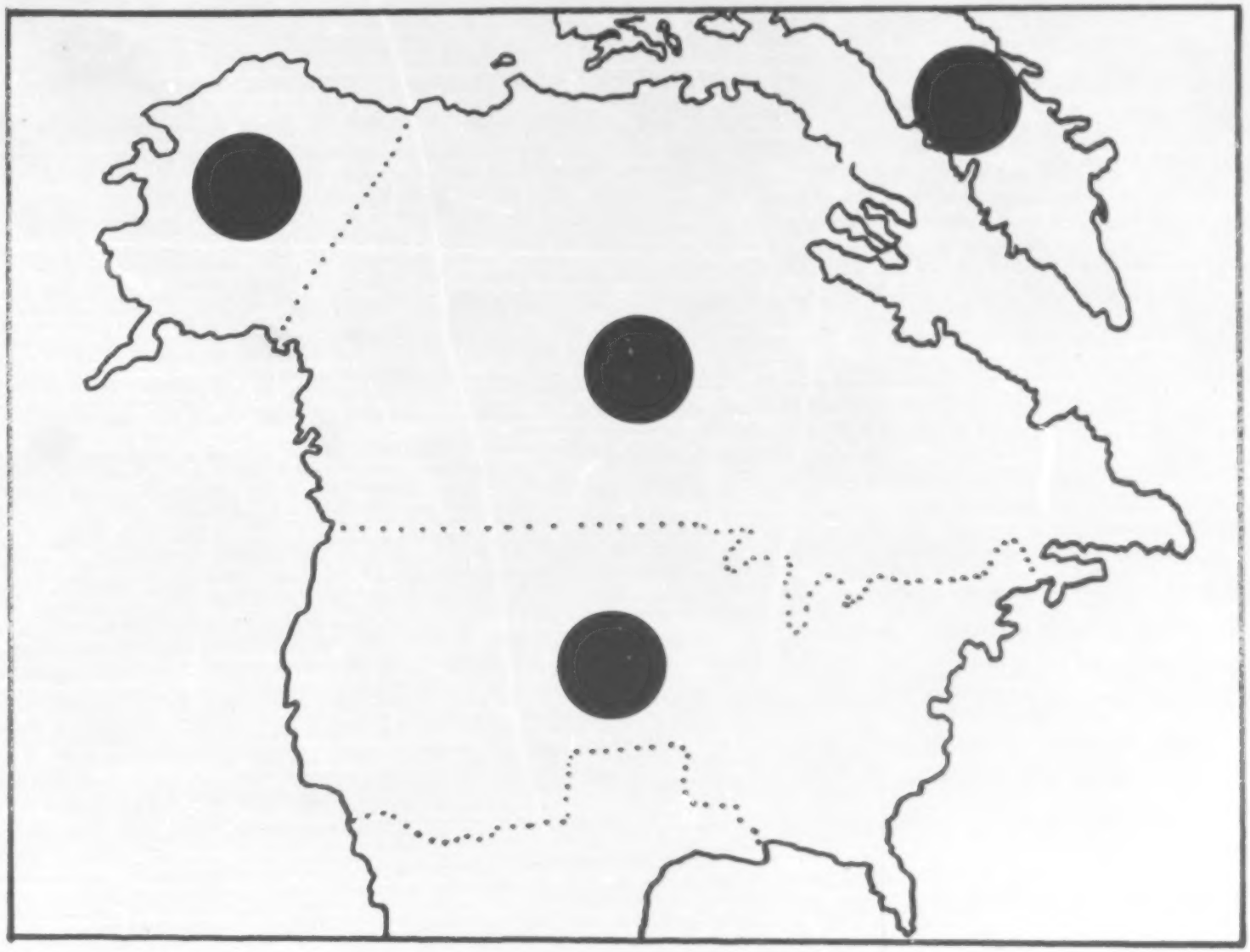
The teacher can make riddles by which the children can identify the name of a country through its location on a continent. The teacher can put several of these riddles on a duplicated sheet and the children can write the correct name of the country next to each riddle. An example of a riddle is:

"Soy muy pequeñito y muy calentito.
Soy un país del centro del continent Americano.
Mis vecinos son Guatemala por arriba y Panamá por abajo."
Adivina quién soy?....

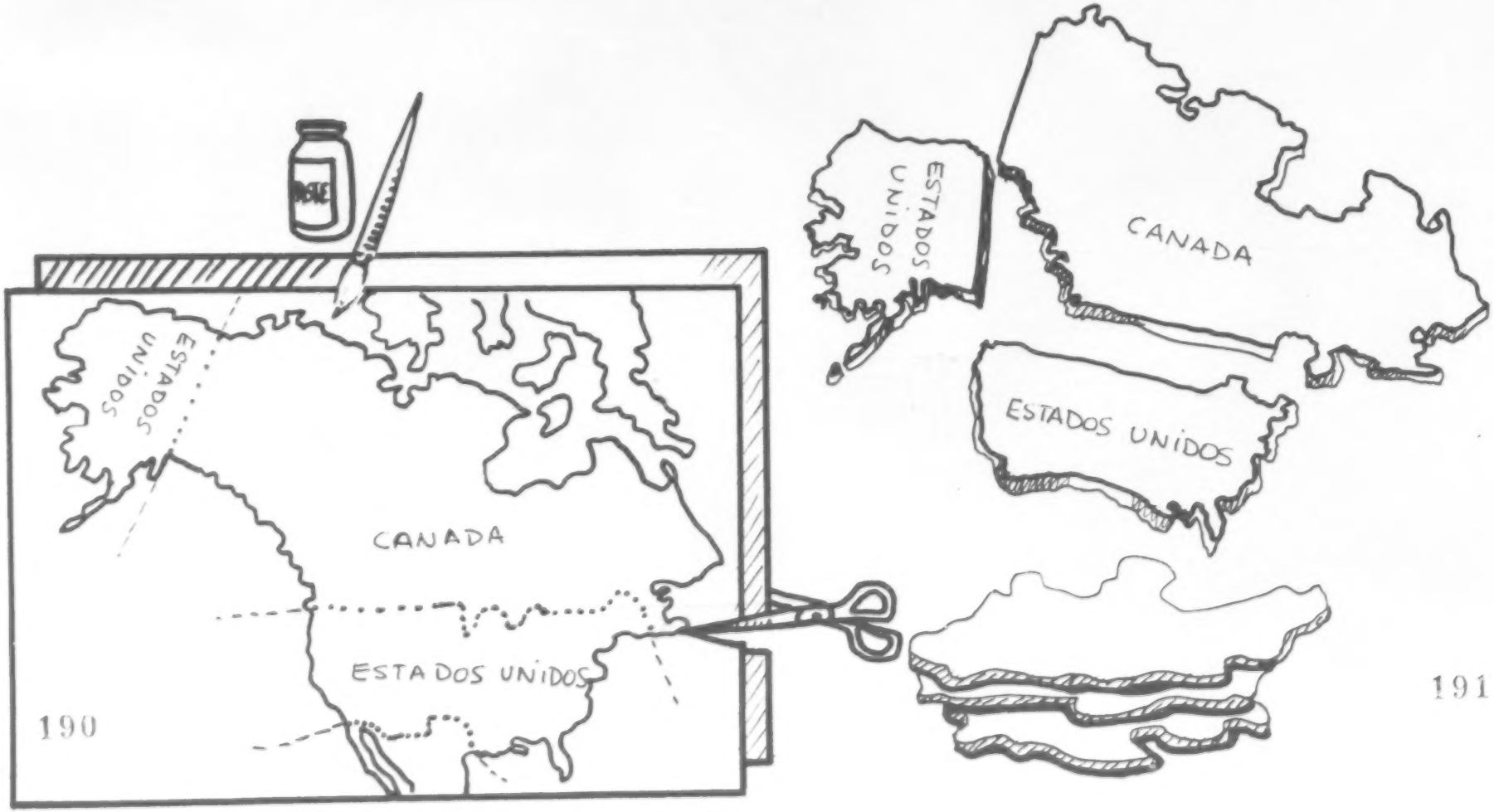
First Activity For Skill A : " THE AMERICAN CONTINENT"



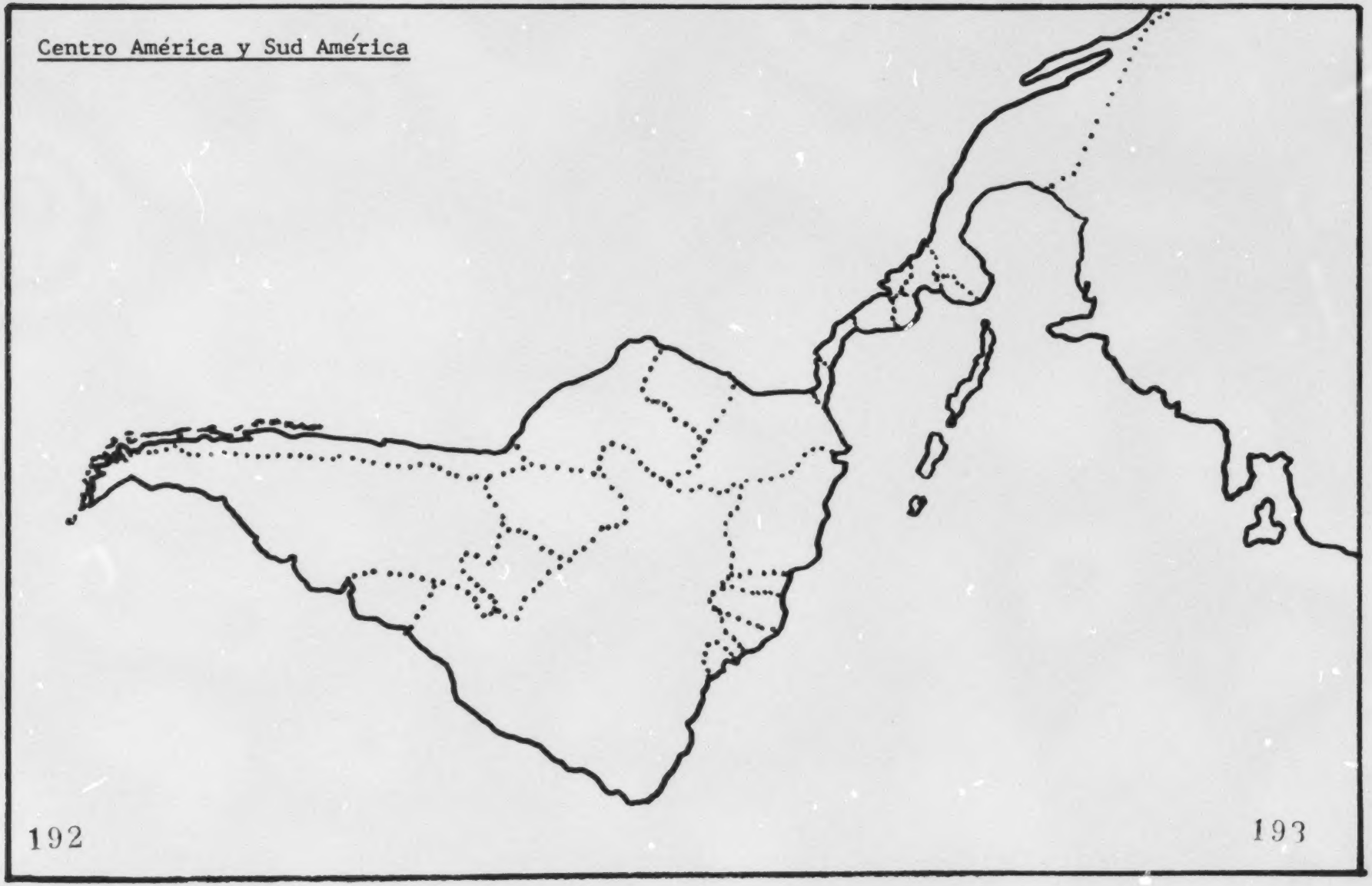
Second Activity For Skill A: " NORTH AMERICA "



Third Activity For Skill A: " A PUZZLE OF THE NORTH AMERICAN CONTINENT "



Fourth Activity For Skill A: " LOCATE ON A MAP THE COUNTRIES IDENTIFIED IN THE RIDDLES"



SKILL B: Is Able To Locate Connecticut And Puerto Rico On A Variety Of Maps.

VOCABULARY: Map, globe, continent, state, Carribean, island, country.

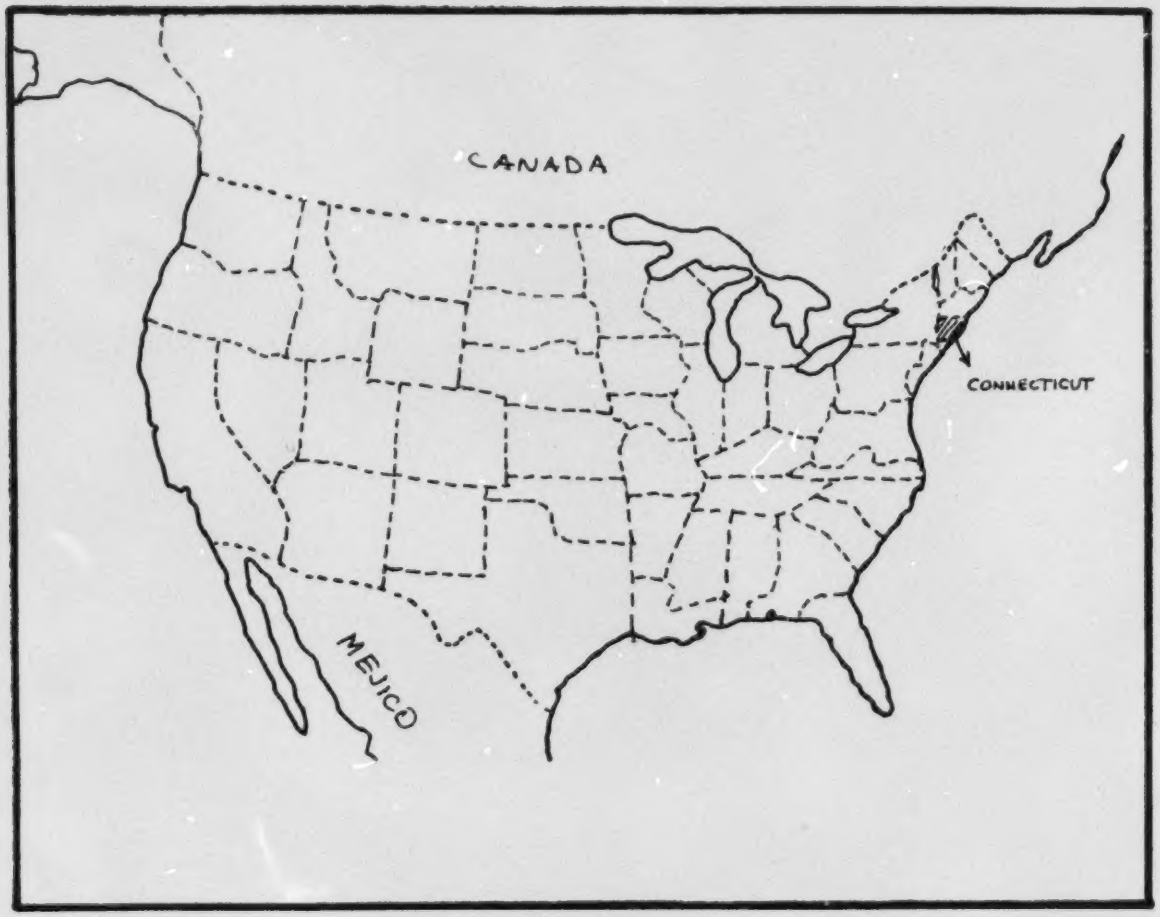
First Activity For Skill B

The teacher should make duplicate copies of two maps. One map should be of the United States with all the state boundaries marked in. The other should be a map of the Carribean area with all the major islands marked in. The children should consult an atlas to find the names of the states in the United States and the islands in the Carribean and then these names should be written in the appropriate places on the maps.

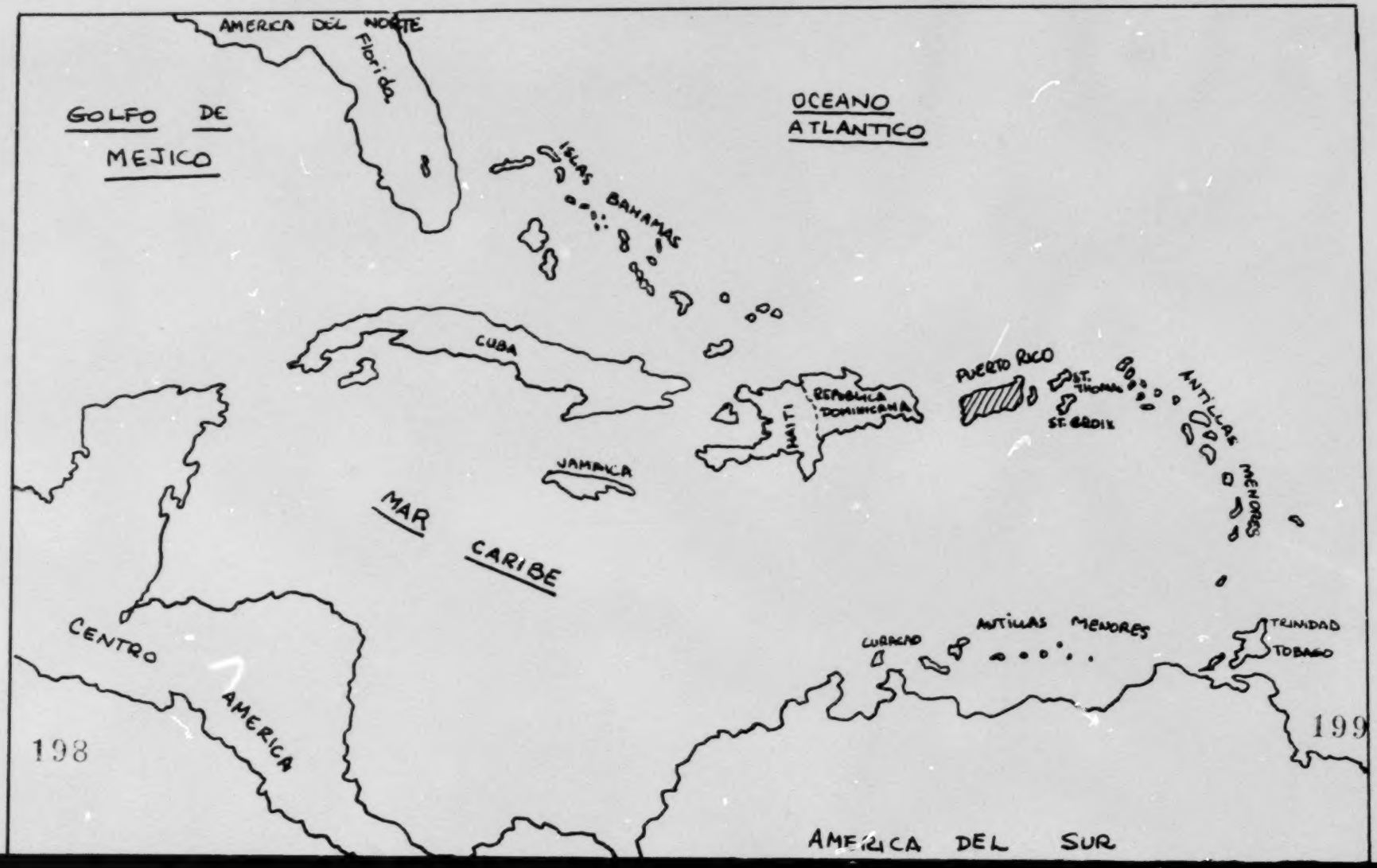
Second Activity For Skill B

The teacher can make a list of several states on the chalkboard. For each of these states listed the children should write down the states through which a person would need to drive if they were traveling from Connecticut to that state. The same thing can be done for Puerto Rico where the children would be asked to write down the islands that a person would sail by if they were taking a boat ride from Puerto Rico to some specific other island in the Carribean.

First Activity For Skill B: " LOCATING CONNECTICUT AND PUERTO RICO IN THE MAPS "



First Activity For Skill B: " LOCATING CONNECTICUT AND PUERTO RICO IN THE MAPS "



SKILL C: Is Able To Locate And Name The Major Cities On A Map Of North And South America.

VOCABULARY: Washington, Ottawa, Mexico City, Ciudad de Guatemala, Tegucigalpa, Ciudad de Panamá, San Miguel, Managua, San José, Cartagena, Caracas, Puerto Príncipe, Santo Domingo, La Habana, San Juan, Georgetown, Paramaribo, Brasilia, Quito, La Paz, Lima, Asunción, Montevideo, Santiago, Buenos Aires.

First Activity For Skill C

The teacher should write a story on the chalkboard about a boy who goes on a trip to visit all his relatives in the cities of North and South America. All the major cities should be included in the story. The teacher can make a duplicated map of North and South America with just the boundaries of countries marked in. First the children should consult an atlas so they can mark in the cities which the boy visited. Then they can mark in the travel routes which the boy might have taken from one city to another and draw pictures on the map of airplanes, boats, trains, and automobiles to show how the boy got from one city to another. The story could be as follows:

"Ramón Moreno es un niño de ocho años. El tiene una familia muy grande que vive en diferentes países y ciudades del continente Americano.
Ramón está planeando un largo viaje para visitar a cada uno de sus parientes.
Ramoncito comienza su viaje en la ciudad de Hartford en el estado de Connecticut y de allí su viaje es así:

1- Visita a su tía María en la ciudad de OTAWA, Capital de Canadá en donde él llega por guagua.

2- de allí el toma un tren para la ciudad de WASHINGTON, Capital de los Estados Unidos de Norte América, donde lo espera su hermano mayor, José Antonio.

3- Con José Antonio, Ramón emprende viaje en carro a Centro-América para visitar a la Familia de su mamá. Ellos cruzan muchos Estados hasta llegar a la frontera con Méjico.

4- En la Ciudad de MEJICO, Capital del país de Méjico, se ven con la tía Antonia, hermana de su papá.

5- De allí viajan con el mismo carro a la Ciudad de GUATEMALA en el país de Guatemala para visitar a su primo Raúl que trabaja en un mercado.

6- Ellos toman una guagua hasta el mar donde abordan un barco de pasajeros rumbo a la isla de Cuba, donde visitan su Capital que se llama LA HABANA en donde se visitan con la prima Isabel.

7- De allí continuan con el mismo barco hacia Haití y República Dominicana, esas islas hermosas del Caribe con sus Capitales PUERTO PRINCIPE y SANTO DOMINGO donde visitan a el tío-abuelo Julián Torres.

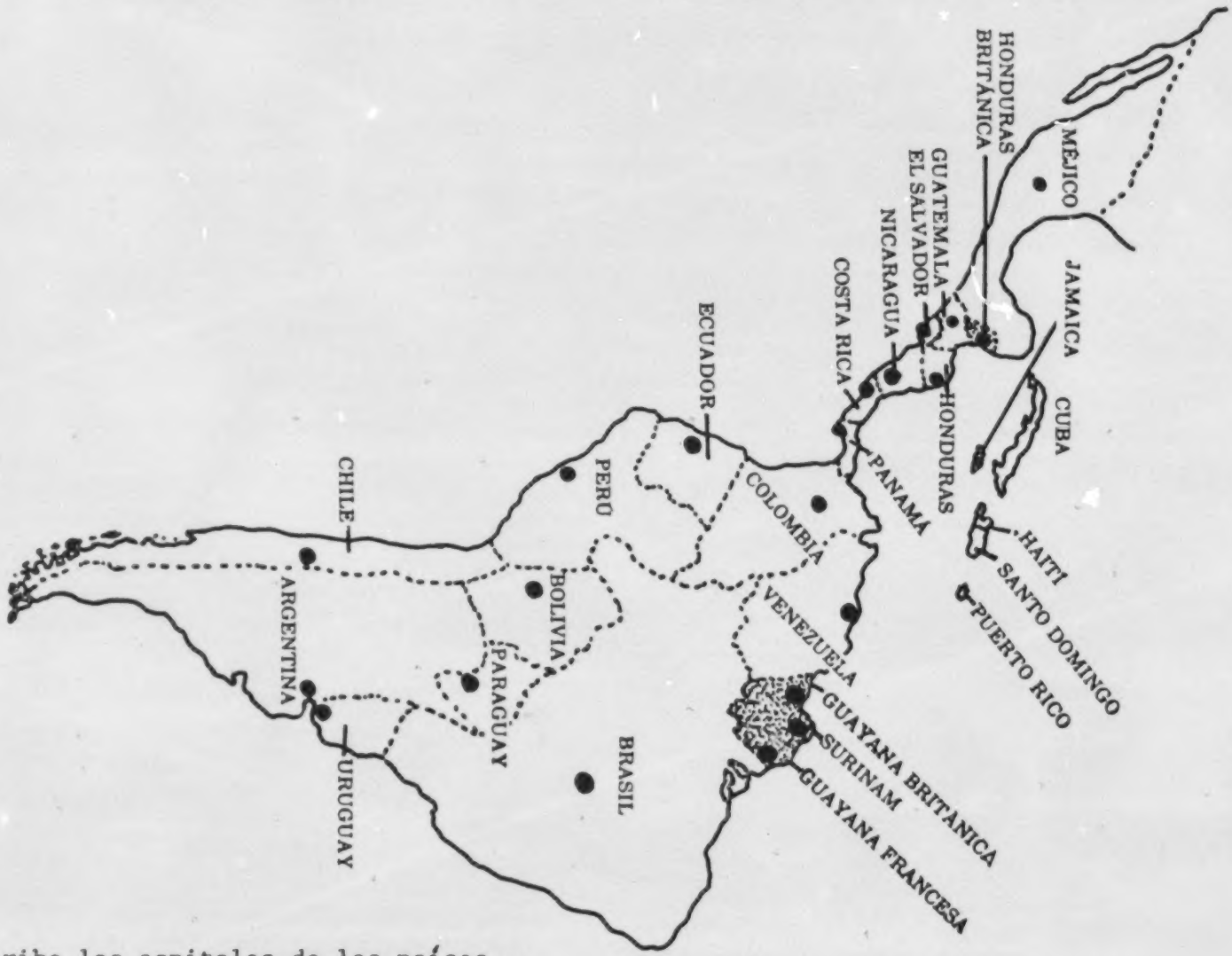
8- Con el Señor Torres ellos continuan viaje a SAN JUAN, Capital de la isla de Puerto Rico, donde pasan unas semanas en compañía de los abuelos Moreno.

9- Desde allí ellos toman un avión rumbo a las Capitales de Centro y América del Sur.

(The teacher will continue the itinerary of Ramon Moreno in the sequence of the countries of Central and South America in order to facilitate the locations in the map.)

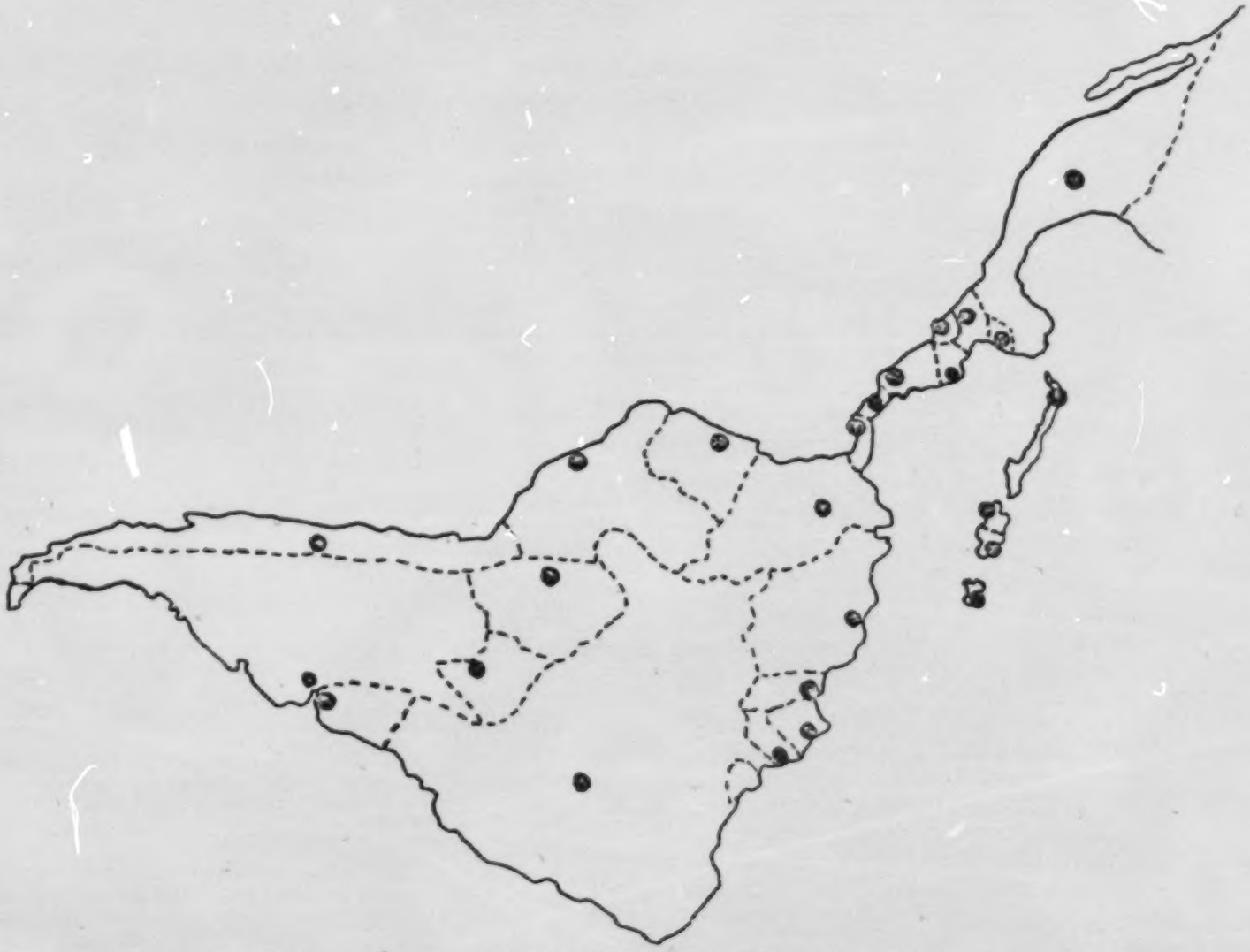
Second Activity For Skill C	On the chalkboard the teacher can make a list of all the countries of North and South American along with their capital cities. The teacher should give each child a map of North and South America with the names of the countries marked in. There should be a star on the map marking the location of each capital city. The children should write in the names of the capital cities on the map.
Third Activity For Skill C	The teacher can give each child a duplicated sheet with the names of all the capital cities of the coutries of North and South America. Beside each capital on the list the children should write the name of the country.

First Activity For Skill C: " LOCATING CAPITALS OF THR COUNTRIES OF THE AMERICAN CONTINENT"



Escribe las capitales de los países .

First Activity For Skill C: " LOCATING CAPITALS OF THE COUNTRIES IN THE AMERICAN CONTINENT"



Escribe el nombre del país y su capital adentro del mapa.

Third Activity For Skill C: " Associating Capital Cities with the Countries To Which They Belong"

EL PAIS ES:	CUAL ES SU CAPITAL?	¿ EN QUE PARTE DEL CONTINENTE ESTA?
CANADA	Otawa	América del Norte
ESTADOS UNIDOS	Washington	América del Norte
MEJICO	Ciúdad de Méjico	América Central
GUATEMALA	Ciúdad de Guatemala	América Central
HONDURAS	Tegucigalpa	América Central
EL SALVADOR	San Salvador	América Central
NICARAGUA	Managua	América Central
COSTA RICA	San José	América Central
PANAMA	Panamá	América Central
CUBA	La Habana	América Central
HAITI	Puerto Príncipe	América Central
REPUBLICA DOMINICANA	Santo Domingo	América Central

Third Activity For SKill C:

EL PAIS ES	¿CUAL ES SU CAPITAL?	¿EN QUE PARTE DEL CONTINENTE ESTA?
PUERTO RICO	San Juan	América Central
COLOMBIA	Bogotá	América del Sur
TRINIDAD Y TOBAGO	Puerto España	América del Sur
VENEZUELA	Caracas	América del Sur
GUIANA INGLESA	Georgetown	América del Sur
SURINAM (Guiana Holandesa)	Paramaribo	América del Sur
GUIANA FRANCESA	Cayenne	América del Sur
BRASIL	Brasilia	América del Sur
PERU	Lima	América del Sur
BOLIVIA	La Paz	América del Sur
CHILE	Santiago	América del Sur
ARGENTINA	Buenos Aires	América del Sur
URUGUAY	Montevideo	América del Sur

SKILL D: Is Able To Describe A Mile And A Kilometer In Terms Of Commonly Known Reference Points In The Local Community.

VOCABULARY: Mile, kilometer, block, distance, measure.

First Activity For Skill D

The teacher can explain about how many city blocks it takes to walk a mile and a kilometer in distance. The class can then take a walk in the neighborhood around the school to find out how far they need to go in order to walk a mile and a kilometer. When the class returns from the walk the class can make up oral sentences describing how far a person has to walk to go a mile or kilometer. The teacher can write the sentences on the chalkboard and the students can then copy the sentences.

Second Activity For Skill D

The teacher can show the class a map of the city, identifying different well-known places on the map. The teacher can give each child two strips of paper which are the equivalent of one mile and one kilometer on the city map. By using these strips the children can measure the distance between any two well-known locations on the city map. They can determine how many times the mile strip or kilometer strip will fit between the two places.

SKILL E: Is Able To Use Mileage Or Kilometer Scales On Maps To Determine The Distance Between Two Points.

VOCABULARY: Scale, key, ruler, longer, shorter, double, triple, half, one-fourth, one-third.

First Activity For Skill E

The teacher can show the class several maps with different mileage or kilometer scales. The teacher can explain how these scales represent certain distances on the maps and how these scales are different. The teacher can ask each child to make strips of paper which represent the same distance on three different map scales. Then the children should be asked to explain why the same distance is represented by strips of paper that are of different lengths.

Second Activity For Skill E

Using a map of North and South America the children can be asked to use the map scale to determine the distance that different places are from Puerto Rico and the distances that the same places are from Connecticut. Each child can construct a chart in which the first column gives the names of different places in North and South America, the second column gives the distance that these places are from Puerto Rico, and the third column gives the distance that these places are from Connecticut. The teacher should put a model chart on the chalkboard for the children to follow.

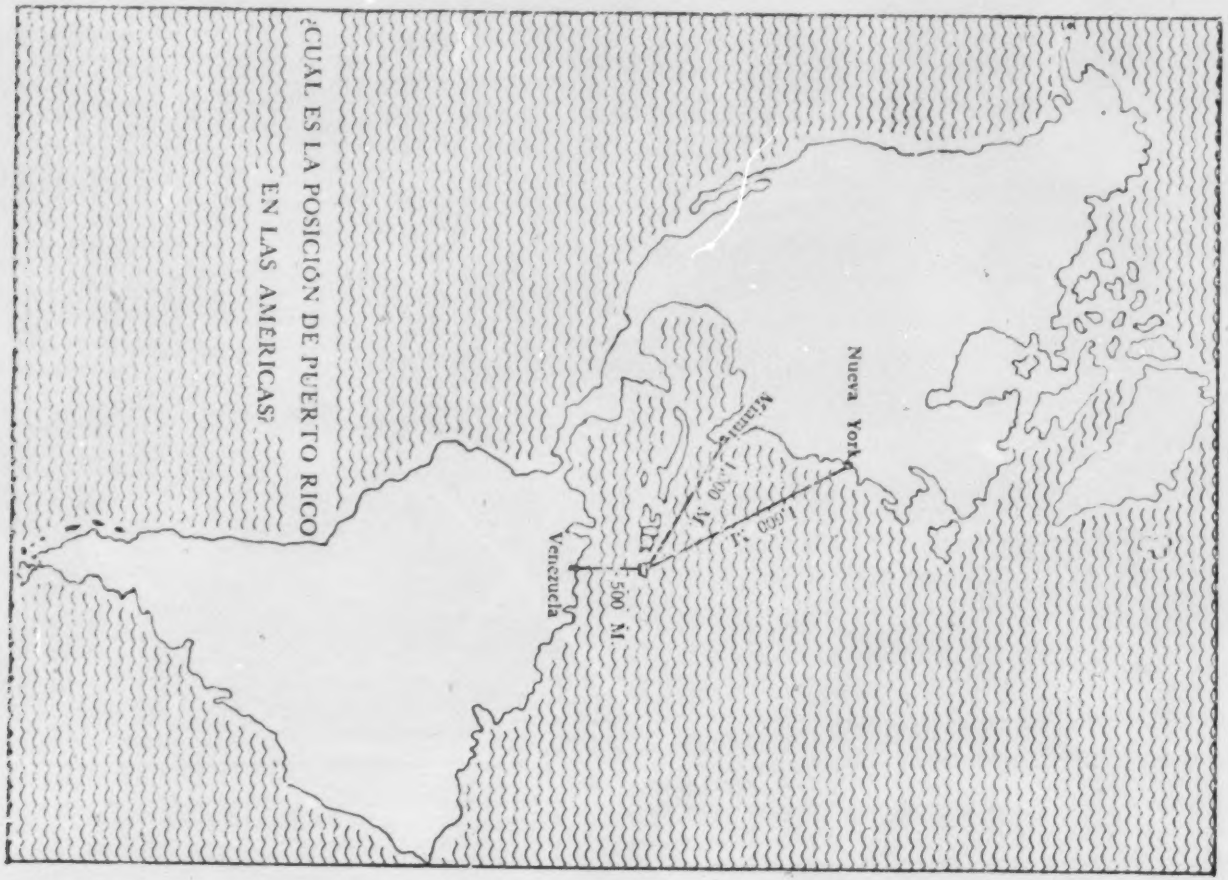
First Activity For Skill E:

UNA MILLA

UN KILOMETRO

LOS MUNICIPIOS DE PUERTO RICO

Second Activity For Skill E: " MEAUSURING THE DISTANCES FROM ONE COUNTRY TO THE OTHER "



¿CUÁL ES LA POSICIÓN DE PUERTO RICO EN LAS AMÉRICAS?

SKILL F: Is Able To Locate The Continents And Major Countries On A Globe Of The World.

VOCABULARY: Globe, map, Africa, Europe, Asia, Australia, America, poles, equator.

First Activity For Skill F

The teacher should tell the story of Christopher Columbus. This should include his belief that the world was round and his plan to travel to India by sailing west. The teacher should use a globe to show where Columbus went on his voyages. Then each child should use the globe to decide how he would take a trip around the world. They should each make a list of the continents, countries, islands, and cities they would travel by or through on their voyage.

Second Activity For Skill F

Each child can make a chart with several columns. At the top of each column should be the name of a continent. In each column the children can write the names of the countries in that continent. The children should find the names of the countries by looking at a globe.

Third Activity For Skill F	The teacher should make duplicated world maps with none of the names of continents or countries marked in. The teacher can then make a list of the continents and a few of the major countries on the chalkboard. The children should locate these continents and countries by consulting the globe and then write the names in the appropriate places on their world maps.

SKILL A: **Is Able To Locate Books And Other Literature Revelant To Answering A Given Question.**

VOCABULARY: Library, cards, volume, topic subject, title, author, locate, reserve, copy, question, advice.

First Activity For Skill A

Each child can be asked to think of a question they would like to ask about some form of communication. For example, they might want to ask how a telephone works. Then the class can go to the school library. The teacher or librarian should explain how the books in the library are organized, catalogued or indexed. Using whatever system is appropriate for the school library, each child should then try to find three books or other pieces of information which they think from the title or some other indicator might contain information relevant to their question. The teacher and librarian will need to help with this search. Then each child can bring the materials they have found to the class to explain why they think the materials might contain information relevant to their question.

SKILL B: Is Able To Use A Table Of Contents Or Index To Locate Sections Of Books Relevant To A Given Topic.

VOCABULARY: Contents, table, index, subject, page, number, list, sections.

First Activity For Skill B

The teacher should collect several books which have information about different forms of communication and place them on a shelf in the classroom. Then the teacher can give each child a duplicated sheet which asks questions about information in the books. For example, the children might be asked to list those books which have information about the telegraph. Then they could be asked to give the page numbers in each book which contain the information about the telegraph. And finally they could be asked to answer a few simple questions by using the information. For example, they could be asked who invented the telegraph or what year it was invented. The teacher will need to introduce the children to the indexes in the books, tell them about the alphabetical order, and give the children ideas about the topical headings they might use for finding information through the index.

SKILL C: Is Able To Identify Sentences In Pages of Information Which Are Relevant To Answering A Given Question.

VOCABULARY: Question, paragraph, sentence, idea, content, relevant, implications.

First Activity For Skill C

The teacher can give each child a duplicated copy of a page of information from a book. The page should have many kinds of information about some form of communication, such as the radio. The teacher should ask the children to use different colored crayons to underline sentences which contain information about different topics. For example, they could be asked to underline with a blue crayon those sentences which tell who invented the radio, with a red crayon those sentences which tell in what country the radio was developed, and with a green crayon what years the radio was being developed.

SKILL D: Is Able To Place Information In Logical Categories.

VOCABULARY: Information, category, group, set, logical, separate, divide.

First Activity For Skill D

The teacher can make a set of cards each of which contains a single piece of information about some form of communication. Several small boxes can be used for categorizing this information. The teacher should write a title on each box to indicate which kind of cards should go in that box. For example, the teacher might write "Information About The Telegraph" or "Information About the Inventors of Different Means of Communication" on a box. The children can then place the cards in the appropriate boxes.

Second Activity For Skill D

Using the cards and boxes from the previous activity the teacher should bring the children's attention to the fact that some cards can go in two or more boxes. For example, a card could provide information about the telegraph but also have information appropriate to an inventor's box. Different groups of boxes can then be used to demonstrate how the same information can be categorized in different ways. The children should then be asked to find those groups of boxes such that no card would appropriately be placed in more than one box.

SOCIAL STUDIES CURRICULUM FOR GRADE TWO — UNIT VII: COMMUNICATION

First Activity For Skill D: " CATEGORICING INFORMACION"

INVENCION

"El Telégrafo", fue inventado por:

El señor Samuel Morse y los señores W. Cook y C. Whipstone

INVENCION:

"El Telégrafo", su uso es:

Se usa en comunicaciones rápidas de larga distancia.
Se usa un código de señales.
Estas señales son símbolos que representan palabras.

INVENCION

"El Telégrafo", fue inventado en:

Gran Bretaña (Inglaterra)

INVENCION

"El Telégrafo", como funciona:

A través de un sistema de Electro-Magnetismo

INVENCION:

"El Telégrafo", se inventó en el año:

*1837
y se usó por primera vez en U.S.A en:
*1843 en la linea de Whashington a Baltimore.

INFORMACION ACERCA DEL USO DE INVENCIONES EN COMUNICACIONES

INFORMACION ACERCA DE FECHAS EN LAS CUALES SE INVENTARON DIFFERENTES MEDIOS DE COMUNICACION.

INFORMACION ACERCA DE LOS INVENTORES (Bibliografías)

SKILL E: Is Able To Record And Report Information Relevant To Answering A Given Question.

VOCABULARY: Chart, order, record, data, report, relevant, relationship, organize, explain.

First Activity For Skill E

Each student should decide on a question he would like to answer in the area of means of transportation. After finding the books and other materials that should be relevant to this topic as in "Skill A," the children will search for those sentences in each book which are related to their topic. They will copy each of these sentences on a small strip of paper. After all the relevant sentences from all the related books have been copied the children can then group those strips of paper together which contain sentences most closely related to each other. They can practice grouping the strips in different ways to find out which ways of grouping the sentences seems to be best for presenting the information. When they are satisfied that they have the best way of grouping the sentences the children can make a chart by pasting the strips of paper onto construction paper. They should figure out a title to give each group of sentences on the chart.

Second Activity For Skill E	Using the chart from the above activity the children should write a short report. They should attempt to use the material in each group of sentences to form a paragraph or paragraphs for the report. The report can be read to the class.

First Activity For Skill E: " RECORDING RELEVANT INFORMATION GATHERED FROM DIFFERENT BOOKS"

La brújula

Hiciste una brújula con una
aguja y un pedazo de madera.
Ésta es otra brújula.
También tiene una aguja.
No se parece a la brújula
que hicimos con la aguja.
Pero trabaja del mismo modo.
Señala al norte y al sur.
En el bosque no hay calles.
Pero el hombre no está perdido.
Sabe dónde es el norte.
Sabe dónde es el sur.
Sabe dónde es el este y el oeste.
Puede hallar su camino.

Puedo construir una brújula.

La brújula me a

Sabe donde está el norte.

su camino.

También tiene una brújula

SKILL F: Is Able To Collect Information From People Outside The School.

VOCABULARY: Telephone, telegraph, television, radio, signal, flag, smoke signal, sign language.

First Activity For Skill F

The children can ask their parents what different means they use for communicating with relatives or friends in Puerto Rico. Under what circumstances do they use these different means of communication? For example, when do they write a letter, send a telegram, or make a telephone call? How much does each cost? How do they go about using this means of communication? How long does it take? After this information has been collected from their parents the children can make cartoon strips showing a child in Connecticut getting messages to people in Puerto Rico through these different means of communication. The cartoon strips should indicate the circumstances for wanting to get a message to someone in Puerto Rico, how they go about sending the message, how much it costs, and all the things that need to happen for the message to get through. Under each caption the children should write a brief written explanation of what is going on in the caption.

First Activity For Skill F: "HOW WE USE THE DIFFERENT MEANS OF COMMUNICATION"

SKILL G: Is Able To Use The Four Cardinal Directions On A Map.

VOCABULARY: Direction, north, south, east, west, longitude, latitude, equator, poles, compass, southwest, southeast, northeast, northwest, vertical, horizontal.

First Activity For Skill G

The teacher should explain what the four cardinal directions are on a map. Then by consulting an atlas or globe the children can make lists of places that they would pass through if they went straight east, west, north, and south of Connecticut for a thousand miles. This could also be done for the in-between directions--northeast, northwest, southeast, southwest. The children could then make lists for going different directions from Puerto Rico.

Second Activity For Skill G

The teacher can explain how to locate a city on a map by using the letter-number reference code in the index of the map. The children should clearly understand how to find the vertical and horizontal codes in the margin of the map and then how to locate the correct point in the matrix of the map. Then the teacher can make a duplicated map of Puerto Rico with no cities marked on it. The teacher should then give a list of the major cities in Puerto Rico. The children should locate these cities by using a map of Puerto Rico which has an index. The children can locate these cities by using the index and mark the cities on the map.

SKILL A: Is Able To Record Information About The Types Of Animals Living In Different Situations.

VOCABULARY: Water, air, land, trees, ponds, marshes, fields, underground, underwater, mountains, swamps, sea, birds, mammals, reptiles, fish.

First Activity For Skill A

The class can be divided into two groups. One group will be assigned the task of making a list of many of the animals which are native to Puerto Rico and the other group can make a list of animals which are native to Connecticut. The children will need to consult encyclopedias, books about Puerto Rico, and books about animals to collect this information. They should also ask older people who have lived for extended periods of time in different parts of Puerto Rico and Connecticut and who would know what animals live in these different locations. Along with finding the names of these animals the children should also indicate on their lists what parts of Puerto Rico or Connecticut these animals live in.

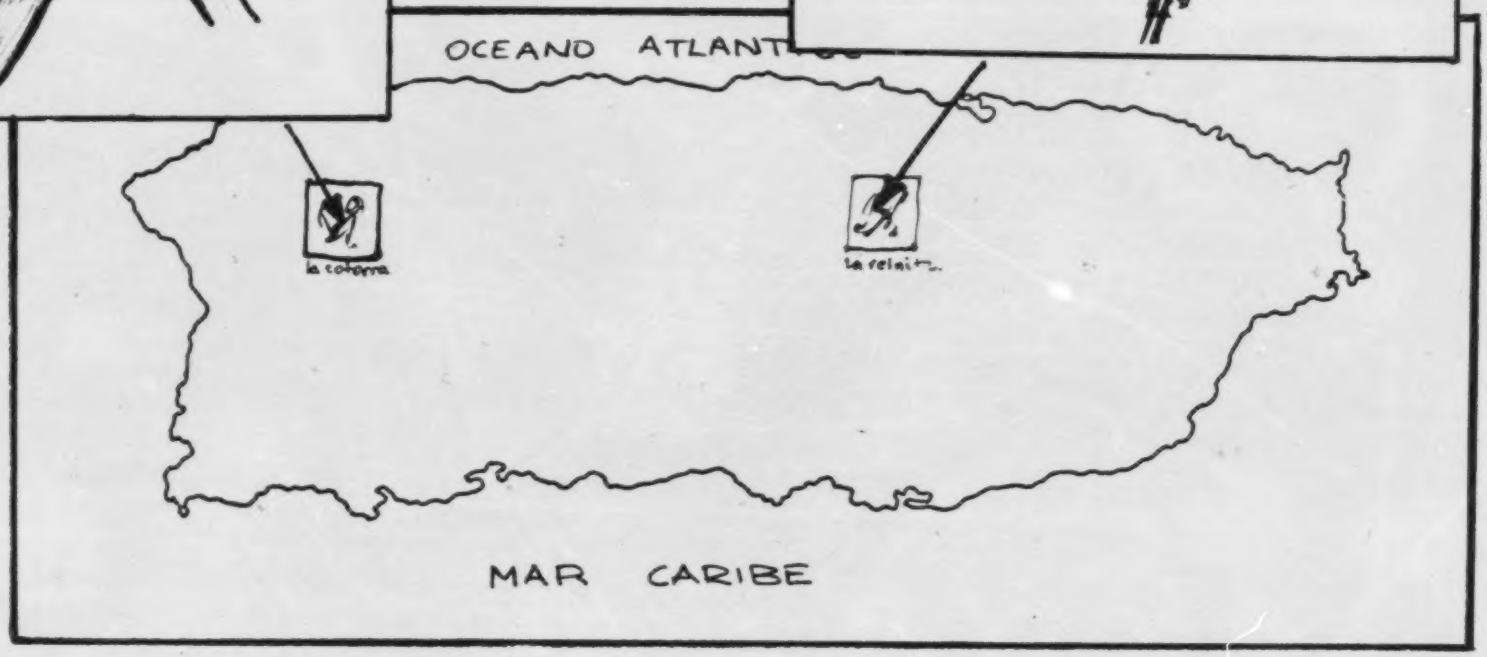
Second Activity For Skill A	The class should make two large maps on tag board; one of Puerto Rico and the other of Connecticut. On these maps the children should paste pictures of the various animals they have listed for the previous activity. The pictures should be placed in the locations of Connecticut and Puerto Rico where the particular animals are most prevelant. The name of each animal should be placed under its picture.

First Activity For Skill A: "IDENTIFYING NATIVE ANIMALS FROM PUERTO RICO AND CONNECTICUT"

La fauna de Puerto Rico consiste principalmente de aves y peces. Algunos de los animales nativos son:

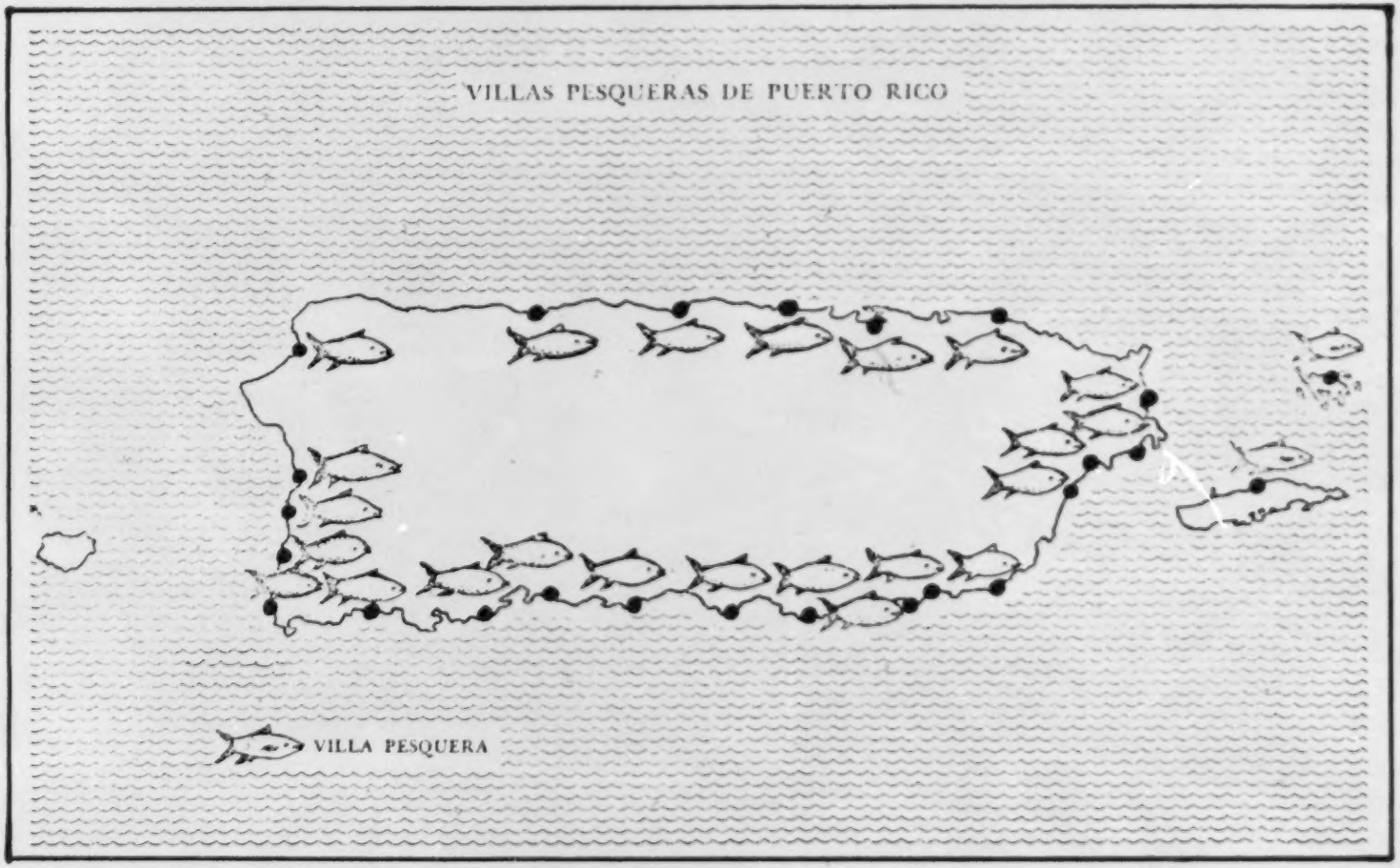
AVES	PECES
El falcón de sierra	De agua salada (mar)
La reinita mora	El picúa
El zumbadorcito	El jurel
El canario del país	El bonito
La cotorra	El carite
El múcaro	El atún
El mozambique	El pargo
La reinita mariposera	El colorado
El zorzal de patas coloradas	El chillo
El come ñame	El arroyado
El martinete	La lisa y
La calandria	el sábalo
El carpintero	De agua dulce (ríos y lagos)
El gorrión	El dajao
El bienteveo	La guabina
La paloma	El olivo y
La tórtola	la anguila
La garza	

Second Activity For Skill A:



Second Activity For Skill A:
"IDENTIFYING THE NATURAL HABITAT OF NATIVE ANIMALS"

* UBICA LAS CIUDADES PESQUERAS en un mapa de Puerto Rico y escribe sus nombres.



SKILL B: Is Able To Describe The Relationship Between The Kinds of Nutrition That Animals Require And The Places Where The Animals Live.

VOCABULARY: Food, nutrition, water, vegetable, leaves, garbage, meat, grain, support, survive, environment, necessity, requirements, dependence.

First Activity For Skill B

For each of the animals which the children have listed as native to Puerto Rico and Connecticut the children should make a chart showing the kinds of food that the animal needs in its diet. This information can be obtained from encyclopedias and other books about animals. For this activity the class could be divided into groups of two or three so that each group can make charts for a few of the animals listed. The children could also make pictures depicting the kind of habitat in which these animals live.

Second Activity For Skill B

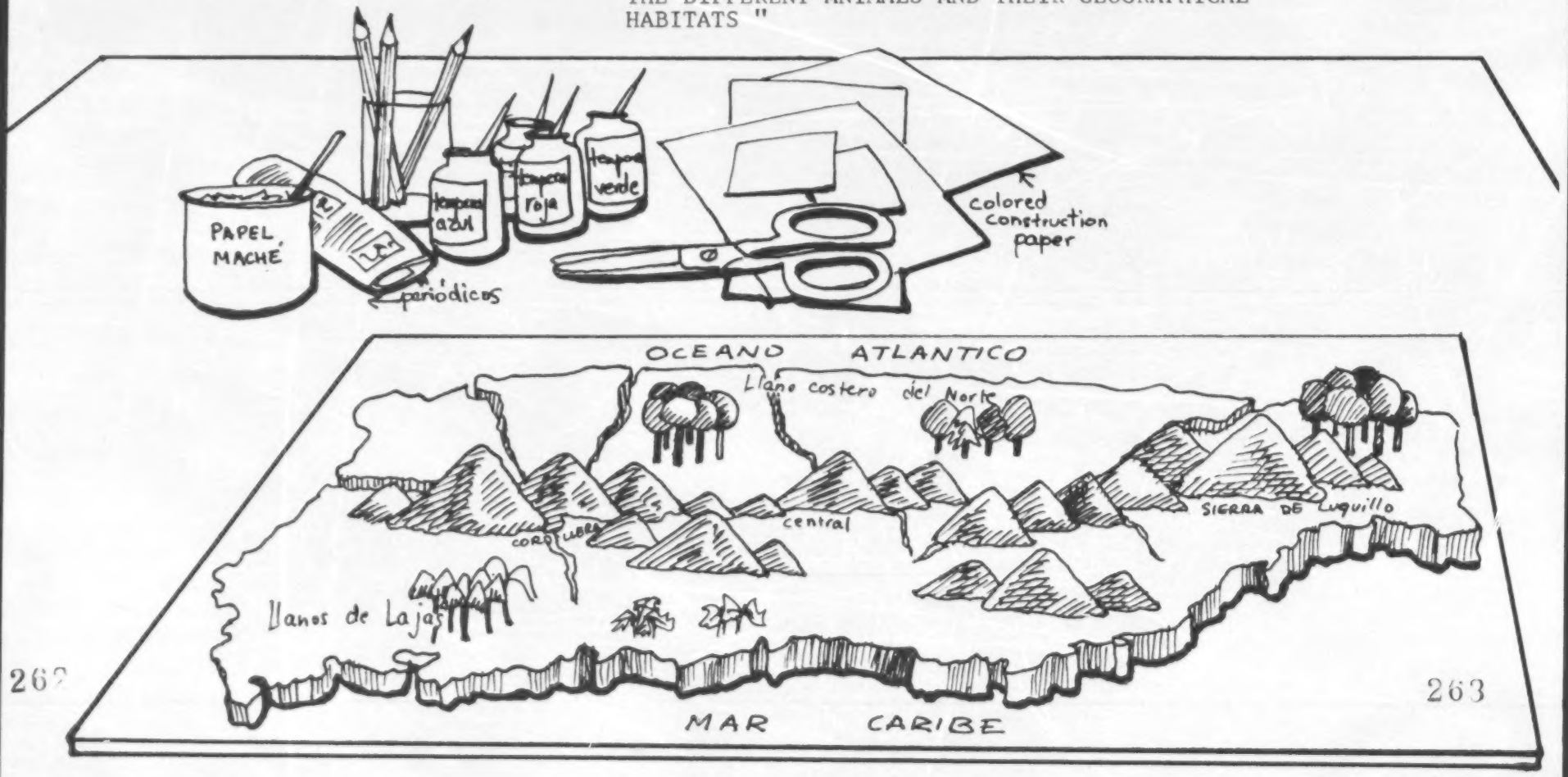
The teacher can find maps which show the kinds of vegetation that are predominant in different parts of Puerto Rico and Connecticut. The teacher should explain how to interpret the maps and what the various colors and symbols represent on the maps. The class can then create relief maps of Connecticut and Puerto Rico in which mountains and hills are created from paper maché; little trees could be made to be placed where there should be forests, etc. When these vegetation maps are complete the children can compare maps showing where different animals live Puerto Rico and Connecticut to the vegetation relief maps, the diet charts and the habitat pictures. The teacher can then ask questions about how these relate to each other.

Second Activity For Skill B:
" PUERTORICAN VEGETATION"

Estos son los bosques y cuencas mas importantes de Puerto Rico .
En ellos viven muchos animales.
Busca en los libros de la clase el nombre de estos animales y escríbelos en el mapa. Ten cuidado de ubicarlos en el lugar correcto donde viven.

SOCIAL STUDIES CURRICULUM FOR GRADE TWO UNIT VIII: ANIMALS

Second Activity For Skill B: " MAKING A MODEL OF THE ISLAND OF PUERTO RICO WITH THE DIFFERENT ANIMALS AND THEIR GEOGRAPHICAL HABITATS "



SKILL C: Is Able To Experiment On The Relationship Between Environmental Conditions And The Amount And Quantity Of Life That Can Be Sustained.

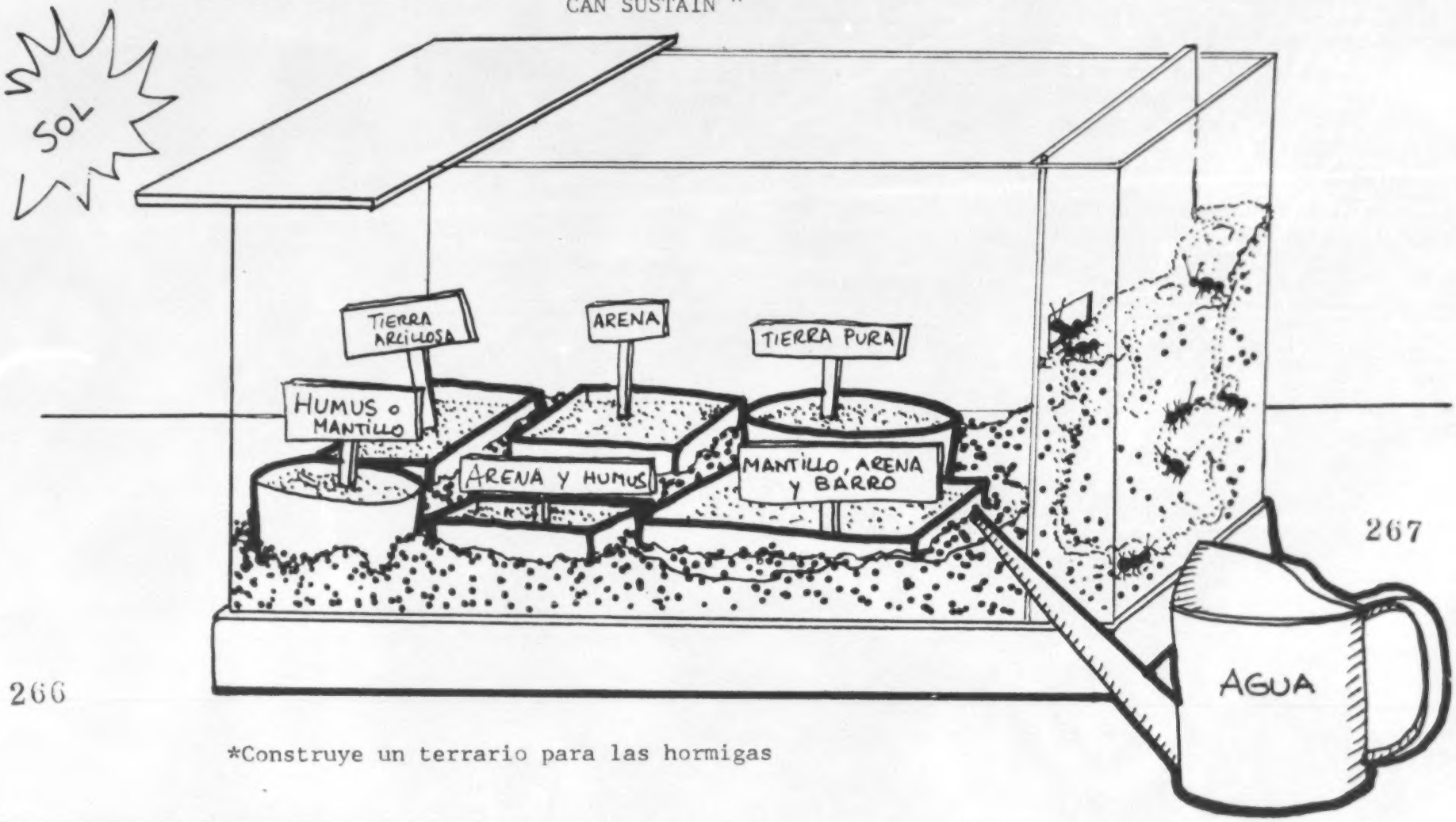
VOCABULARY: Experiment, control, light, moisture, humidity, bright, dim, direct light, indirect light, sand, humus, loam, clay.

First Activity For Skill C

The class can create a large terrarium that has many environments. The soil in the terrarium can be placed in a number of small containers so that it can be kept separate. Different types of soil should be placed in the containers ranging from pure sand to the richest humus. The children should plan a watering schedule for each section of the terrarium. The schedule should range from no watering at all to frequent watering which saturates the soil. The terrarium should be built and placed in such a way that some of it is exposed to direct sunlight, some to indirect light only, and, if possible, some parts should be completely blocked off from light. The variations in light, water and soil should be arranged so that as many combinations as possible are present in the terrarium. A colony of ants should be introduced to the terrarium. Over a period of weeks the children should observe which parts of the terrarium become occupied by the ants. Where do they build their hills? Where do they go for food? The children should then decide on what combination of light, soil and moisture were most favorable to the ants and which combination was least favorable. If desired other insects could be introduced to the terrarium to observe variations in the way they respond to the different environments.

SOCIAL STUDIES CURRICULUM FOR GRADE TWO UNIT VIII: ANIMALS

First Activity For Skill C: " RELATING ENVIROMENTAL CONDITIONS TO THE LIFE IT CAN SUSTAIN "



*Construye un terrario para las hormigas

SKILL D: Is Able To Describe The Relationship Between Adaption To The Environment And Survival Of Animal Groups.

VOCABULARY: Adaptation, extinct, dinosaurs, prehistoric, survive, change, sustain, maintain, support, disappear, selection.

First Activity For Skill D

The teacher should make a list of some of the better known dinosaurs such as tyrannosaurus, brontosaurus, stegosaurus, triceratops, and pteranodon, and another list of extinct mammals such as the moropus and the woolly mammoth. The children should pick one of the extinct animals and find information about it in an encyclopedia. First they should find out what the animal looked like and make a picture of the animal. They should also find out what kind of environment the animal lived in and what kind of food it ate. These environmental conditions and sources of food can be added as details to the picture. Finally, after the picture of the animal in its habitat is completed, the children should find out what kinds of climatic or other changes led to the extinction of the animal. Each child should write a short paragraph which explains the prehistorical period during which the animal lived, the kind of environment in which the animal thrived, and the change in the environment to which the animal was unable to adapt. The teacher should put a model paragraph on the chalkboard which the children can follow in creating their own paragraphs.

Second Activity For Skill D	Using the information collected in the above activity the class can create a time line which shows the periods during which the various extinct animals lived.